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ED 128 547-129 969

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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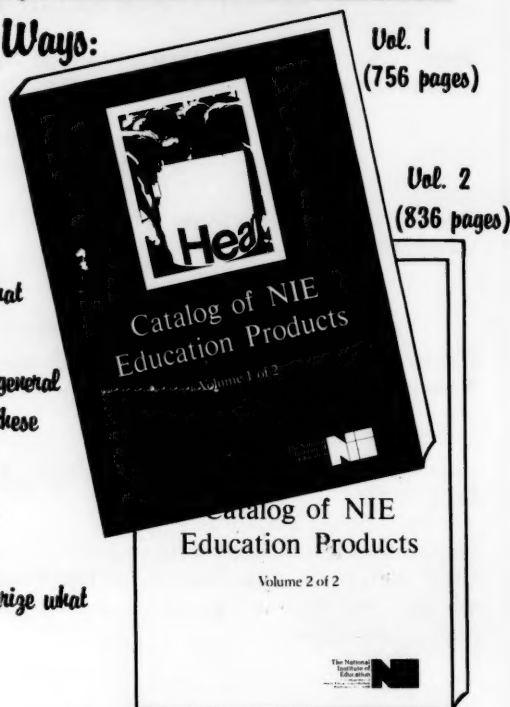
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Resources in Education

ED 128 547-129 969

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

DOCUMENT SECTION

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.	ED 654 321	56	CE 123 456	Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Author(s).	Smith, John D.	Johnson, Jane		Clearinghouse accession number.
Title.	Career Education for Women			
Organization where document originated.	Central Univ., Chicago, Ill.			Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Date published.	Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.			Report Number—assigned by originator.
Contract or Grant Number—only NIE or USOE contracts or grants are recorded.	Report No—CU-2081-S			Descriptive Note (pagination first).
Alternate source for obtaining documents.	Pub Date May 73			Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.	Contract—NIE-C-73-0001			Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
	Note—129p.; Presented at the National Conference on Career Education (3rd. Chicago, Ill., May 15-17, 1973)			
	Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)			
	EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage			
	Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women			
	Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois			
	Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)			Informative Abstract.
				Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education	5-23	PS—Early Childhood Education	119-132
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FL—Languages and Linguistics	72-83	TM—Tests, Measurement, and Evaluation	187-200
HE—Higher Education	83-94	UD—Urban Education	200-206
IR—Information Resources	94-110		
JC—Junior Colleges	110-119		

CE

ED 128 547 88 CE 005 151
Benson, Arland N.

A Resource Guide for Career Development in the Senior High School.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73
Note—190p.; For related documents see CE 005 151-159

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Career Exploration, Educational Objectives, Educational Programs, Evaluation Methods, *Learning Activities, *Resource Guides, Secondary Education, Senior High Schools, Teaching Guides, *Vocational Development

To assist senior high school teachers and counselors in focusing more of the formal and informal curriculum upon career development, the resource guide offers suggested learning activities and supporting resource materials within a broad framework of career development objectives. Chapter 1 is a 1-page overview. Chapter 2 contains suggestions for implementing career development activities and programs with a brief conceptual framework for career education, and applying organizational change concepts. An outline of career education evaluation is presented in Chapter 3, with suggestions for specific evaluation instruments. Chapter 4 is primarily an outline of student outcome goals and objectives which form the organizational framework for all learning activities and resources in the guide. The body of the guide consists of learning activities and resources which support the five basic goals of career development: Self-esteem, decision-making, career-lifestyle exploration, interpersonal competence, and a work ethic. Each of the five goals is presented with performance and behavioral objectives involving learning activities (with suggested grade and/or subject areas and recommended resources for most of the activities). A partially annotated list of periodicals, books and films is also included. Eighty of the resources listed in the bibliography are included in an appendix, e.g., exercises, tests, and guidelines. (Author/TA)

ED 128 548 CE 005 152
Klaunig, Mary And Others
Satisfactions and Rewards of Work. A Career Education Resource Guide, Minnesota Guidance Series. Learning Opportunities Package C.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date 72
Note—14p.; For related documents see CE 005 151-158

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Curriculum, Educational Objectives, Job Satisfaction, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Teaching Guides, Vocational Development, Work Attitudes

Three enabling objectives and related learning experiences (specifying resources used) to help students identify their individual needs and the occupations in which these needs may be satisfied are outlined in the learning opportunities package (one of a series developed for use at the high school level). The student objectives are to: (1) study the theory of work adjustment and make application of that theory to himself and his present activities, (2) study workers in their preferred occupations to assess their satisfactions and dissatisfactions, and (3) compare immediate rewards with long-term rewards in several occupational fields. The series constitutes a career development curriculum which focuses on concepts of self, community, social issues, and other themes which are of concern to young people, and may be implemented through traditional subject areas, or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. (TA)

ED 128 549 CE 005 153
Thoni, Richard J. And Others

Value Identification. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package D.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date 72
Note—36p.; For related documents see CE 005 151-158. Pages 22 through 26 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Curriculum, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, *Personal Values, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, *Social Values, Teaching Guides, Vocational Development, *Work Attitudes

Four enabling objectives and related learning experiences are outlined in this package (one of a series developed for use at the high school level). It is designed to help the student learn about the valuing process, to increase his knowledge of the forces which affect the work-related values that he and society hold, and to examine these values for the purpose of discovering their significance in choosing and planning his own work life. The four student objectives are: (1) To label the values placed upon work by the American people and identify the sources of these values, (2) to describe the value he places on personal endeavor and achievement and compare it with societal values of the same, (3) to describe the process involved when a person makes a value decision, and (4) to identify his own values as they relate to occupations, work situations, and personal work behaviors. The objectives and activities contained in this package may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 550 CE 005 154
Thoni, Richard J. And Others

Women and the World of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package G.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date 72
Note—36p.; For related documents, see CE 005 151-158. Pages 17-24 of the original document are copyrighted and therefore not available.

They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Education, Curriculum, Educational Objectives, Females, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, *Sex Role, Social Attitudes, Teaching Guides, *Working Women

This package (one of a series developed for use at the high school level) helps the student examine the significance of women and their relation to the world of work through the use of seven enabling objectives and related learning experiences. The seven objectives are: (1) To discover cultural elements which have contributed to the continuance of the traditional view of women; (2) to investigate the opinions that contemporary women hold of themselves and their place in the world of work; (3) to read and

discuss relevant literature dealing with women, their traditional roles, and their place in the world of work; (4) to participate in and observe situations in which women are found in nontraditional roles; (5) to cite examples of change within the modern work society which have affected the traditional division of labor by sex; (6) to identify life patterns which might be followed by a woman and discuss the significance of each in regard to her personal development and family life; and (7) to gather information concerning vocational opportunities for women in various areas of work. This guide may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 551 CE 005 155

Antholz, Mary B. And Others

Significant Others. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package F.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section. Pub Date 72

Note—22p.; For related documents see CE 005 151-158. Pages 18 through 20 of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Educational Objectives, Instructional Materials, *Interpersonal Relationship, *Learning Activities, Resource Guides, *Resource Materials, Secondary Education, Senior High Schools, *Social Influences, Teaching Guides, Vocational Development

Opportunities for the student to examine how and why significant others—parents, friends, teachers, or any individual to whom a child looks for guidance—influence his career development, and also how his career behavior and plans affect others in his life are provided through five enabling objectives and related learning experiences. The objectives are: (1) To identify standards set by significant others and cite examples of how these may motivate behavior, (2) to list needs or motives which may influence advice given by other people, (3) to describe how significant others in his life differ in their abilities, activities, aspirations and values, and identify those characteristics in which he differs from these others, (4) to describe his own career aspirations, behavior, abilities and values, and relate these to the influences of significant others, and (5) to identify the ways in which his career plans and behavior affect significant others. This package is one of a series developed for use at the high school level, and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 552 CE 005 156

Antholz, Mary B. And Others

The Social Contribution of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package E.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section. Pub Date 72

Note—32p.; For related documents see CE 005 151-158. Page 30 of the original document is copyrighted and therefore not available. It is not included in the pagination.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Educational Objectives, Job Satisfaction, *Learning Activities, Learning Modules, Occupational Aspiration, Resource Guides, Resource Materials, Secondary Education, Self Actualization, Senior High Schools, *Social Influences, Teaching Guides, *Work Attitudes

The five enabling objectives and related learning experiences presented in this learning package help the student to examine his own abilities and attitudes for ways in which he can contribute to society through his work, help foster in him a realization of the value and im-

portance of work performed at all levels, and encourage him to use his vocational abilities to meet the needs for change which confront society. The student objectives are: (1) To identify the social contribution of workers at different socioeconomic levels, (2) to identify ways in which society is benefited by the willingness of individuals to utilize their abilities in vocational tasks, (3) to give examples of ways in which business and labor organizations operate on the principle of private interest versus social responsibility, (4) to describe the personal values and the social contributions of participation in community affairs as part of one's career, and (5) to describe how work in America may help to overcome the social problems threatening mankind. This package is one of a series developed for use at the high school level and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 553 CE 005 157

Hansen, Lorraine S. And Others

Life Styles and Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package A.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section. Pub Date 72

Note—64p.; For related documents see CE 005 151-158. Pages 32, 38 through 41, 52 through 62, and 73 through 82 of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Education, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, *Life Style, Occupational Aspiration, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Teaching Guides, *Work Attitudes

Learning experiences in this package are designed to help the student to examine the place of work in his own life and to verbalize about life style as related to his present and projected career needs. Five enabling objectives and related learning experiences are outlined to help the student become familiar with the variety of career patterns possible and to become aware of his own attitudes toward work; to help him see that career is a sequence of choices and positions throughout a lifetime which affect and determine his total life style, that it is a means of developing and implementing a self-concept; and to make him aware that this broadened concept requires him to examine information and attitudes about self, work, and life as a worker. This package is one of a series developed for use at the high school level and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 554 CE 005 158

Carlson, Lois And Others

Self-Concept Exploration. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package B.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section. Pub Date 72

Note—115p.; For related documents, see CE 005 151-157. Pages 38 through 44 of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, *Career Exploration, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, *Self Concept, Self Evaluation, Senior High Schools, Teaching Guides

The processes of self-discovery and career exploration are combined in this learning opportunities package, which is one of a series developed for use at the high school level. Six enabling objectives and learning experiences are outlined

which allow the student to: (1) Define the range of characteristics which may make up a self-concept, and describe himself according to those characteristics, (2) discuss those sources which have contributed to the development of his self-concept, and gather other self-information, (3) examine the abilities and characteristics with respect to responsibilities and tasks of preferred occupations, (4) examine personal characteristics related to data, people, and things as these characteristics are relevant to an occupational work function, (5) examine his abilities, aptitudes, and other personal resources in light of educational requirements for preferred occupations, and (6) identify situations in the preferred occupation where compromise might be necessary and investigate alternatives. This learning package may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 555 CE 007 513

Murray, Fran Erickson, Mildred

Adult Female Human Being.

Pub Date 75

Note—40p.

Available from—Michigan State University Lifelong Education Programs, 7 Kellogg Center, East Lansing, Michigan 48824 (\$1.00, plus \$0.25 postage)

Document Not Available from EDRS.

Descriptors—*Adult Education, Career Education, College Admission, College Preparation, *Educational Interest, Females, Self Actualization, *Womens Education, *Working Women

This handbook is intended as an informal guide for mature women returning to college or starting late. Chapter 1 describes the life patterns of women. Chapter 2 provides statistical information on working mothers, ages of women workers, educational achievement, jobs by sex, and women in labor unions and the labor force. Costs and benefits of jobs and careers is discussed in Chapter 3, e.g. non-financial benefits, emotional costs, day-care costs. Chapter 4 concerns educational opportunities, with attention given to Michigan State University's programs and information on how to apply, full-time or part-time enrollment, adult advising, and fellowships. Chapter 5 explains different legislative acts pertinent to women's rights. The final chapter gives comments about the future and challenge of working women. (WL)

ED 128 556 CE 007 515

Returners: Some Notes for Those Returning to Employment Later in Life or Considering Training for a New Career.

National Advisory Centre on Careers for Women, London (England).

Pub Date 75

Note—72p.

Available from—National Advisory Centre on Careers for Women, 251 Brompton Road, London SW3 2HB, England (\$2.50 post paid)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Change, *Career Opportunities, Career Planning, Directories, Educational Objectives, Females, Guides, Individual Development, *Job Training, *Vocational Retraining, *Working Women

Identifiers—Great Britain

Addressed to women who are considering taking up full- or part-time employment or training or re-training later in life when family responsibilities are less pressing, this document may also help others who wish to or have to take up a different career. Focus is on employment and training opportunities in Great Britain. The first half contains sections giving a general picture of certain fields of employment that the authors believe appeal particularly to returners, together with some information about educational facilities and about sources of help and advice. Fields covered are social services, office work, industry and commerce, health and hospitals, work with children and young people and in education, and the arts. The second half of the publication is a directory which gives information about 70 specific careers, arranged alphabetically. Details about careers mentioned in the general sections will be found in the directory which describes normal entry requirements, length of training, upper age limits, and addresses of appropriate professional associations and training institutions. (WL)

ED 128 557 CE 007 521

Richardson, E. Clayman, L.

Vocational Awareness in Students: Are the Schools Doing Enough? C.A.T. Education Monograph, No. 14.

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

Pub Date Dec 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Apprenticeships, *Career Awareness, Career Education, Dropout Research, *Dropouts, Educational Research, Foreign Countries, *Occupational Choice, Occupational Guidance, *School Attitudes, School Role, Secondary Education, *Student Attitudes, *Student Characteristics, Student Motivation

Identifiers—Australia

A study to determine the degree of vocational awareness of Australian students leaving school and entering the world of work was carried out using a printed questionnaire. A sample of fourth formers in four different schools was used (281 boys and 162 girls): (1) 53.0% of the sample—co-educational school, largely executive-type suburb outside Wollongong; (2) 21.9% of the sample—co-educational school, in a good socio-economic area of Sydney; (3) 12.4% of the sample—boys' school in largely executive-type suburb of Sydney; and (4) 12.6% of the sample—boys' school in a working class area of Sydney. Results are presented in percentages for the total sample, followed by note of major deviations from the total group. Where subgroups existed percentages of those who answered the question or section are reported. The results include age, country of birth, family composition, fathers' occupations, subject studied, subject levels, attitude toward school, subject preferences and perceived level of difficulty, decision regarding further schooling, main reasons for leaving school after fourth form, types of career choices, awareness of institutions of higher education and entry requirements, information on apprenticeship (awareness of its nature, attitudes toward), and how the subjects perceived school guidance services. Conclusions and a bibliography are included. (WL)

ED 128 558 CE 007 532

Schneider, Robert M.

Using the Modified Delphi to Determine Research Priorities. A Tool to Assist in the Development of Research, Exemplary and Dissemination Priorities for the Resources Development Unit, Bureau of Vocational Education for Fiscal Year 1976. Kentucky Research in Vocational Education Series, No. 3.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Development, Educational Needs, Educational Problems, *Educational Research, Educational Resources, Information Dissemination, *Needs Assessment, Research and Development Centers, Research Methodology, *Research Needs, *Research Utilization, Resource Units, State Surveys, Task Analysis, *Vocational Education

Identifiers—*Kentucky

A statewide survey of educators and lay citizens was made to uncover their perceptions as to what are the most crucial concerns, problems, and needs of vocational education in Kentucky. A modified Delphi Survey was considered to be the most appropriate survey technique. A questionnaire (Appendix A) asking for a list of six to eight major concerns, problems, or needs facing vocational education in Kentucky was sent to respondents in five groups representing several sectors of the economy, several levels of the vocational education system, and all geographic areas of the state. The resulting items were developed into a survey instrument in which the respondents were asked to indicate their perceptions of the importance of each of 62 items on a five point scale (Appendix B). All items on the survey instrument were analyzed to provide mean scores and standard deviations for the total respondents as well as for each of the five respondent groups, which were then rank ordered according to the mean score for the total respondent group (Appendix C). The 62 items were then grouped into 13 clusters based upon their commonalities (Appendix D), and this information, combined with other sources, was used to

establish research, exemplary, and dissemination priorities for 1976. (Appendix E). (HD)

ED 128 559 CE 007 533

Auto Mechanics. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—33p.; For related documents, see CE 007 554-569. Appendix A, Application for Employment, may not reproduce well because of small type.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the auto mechanics trade as recommended by successful auto mechanics. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an auto mechanic or to enter a post-secondary technical or apprenticeship program in auto mechanics where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of accessories; basic understanding; carburetor; cooling; drive train; engine; equipment and tools; ignition; lighting and signal; wheels, suspension, brakes and steering. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational guidance information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 560 CE 007 534

Air Conditioning. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—23p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Air Conditioning, Air Conditioning Equipment, Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the air conditioning trade as recommended by the successful air conditioner. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an air conditioner or to enter a post-secondary technical or apprenticeship program in air conditioning where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, tools and equipment, operations and/or jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 561 CE 007 555

Foundry. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—25p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, *Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—*Foundry, Nebraska

One of a series of curriculum guides prepared for the metals occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the foundry trade as recommended by the successful foundry operator. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a foundry worker or to enter a post-secondary technical or apprenticeship program in a foundry where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, casting tools and equipment, processes, operations and jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 562 CE 007 556

Heavy Equipment. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—26p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, Equipment, Equipment Maintenance, *Job Skills, *Mechanical Equipment, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—*Heavy Equipment Operators, Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the heavy equipment trade as recommended by the successful heavy equipment operator. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a heavy equipment operator or to enter a post-secondary technical or apprenticeship program in heavy equipment where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, general competencies, general maintenance, utility equipment, on- and off-the-road trucks, hydraulic lift crane, motor scraper, track and rubber tired mounted crane, hydraulic backhoe, crawler tractor, fork lift, and motor grader. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

8 Document Resumes

ED 128 563 CE 007 557 Roofing. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—20p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building
Trades, Curriculum, Curriculum Design, *Cur-
riculum Guides, *Job Skills, Occupational In-
formation, Roofers, *Roofing, Secondary Edu-
cation, State Curriculum Guides, *Task Per-
formance, *Trade and Industrial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the roofing trade
as recommended by successful roofers. An in-
structional program based upon the implementa-
tion of the guide is expected to prepare students
to adequately perform entry level tasks required
of a roofer or to enter a post-secondary technical
or apprenticeship program in roofing where ad-
ditional depth can be realized. Trade tasks or in-
formation are listed in chart form under the
headings of safety; blueprint reading and
planning; labor and material estimating; tools
and equipment; footing and foundation; and meas-
uring, lay out, cutting, and installation. Space
is provided on the charts to record for each item
the date completed, teaching methods used, and
teaching materials used. Also included are a list
of teacher responsibilities, guidance information
and sources of occupational information, recom-
mended tests and references, and a chart depict-
ing the total construction/fabrication occupa-
tional curriculum. A typical application for em-
ployment and a sample trade and industrial edu-
cation injury report are appended. (HD)

ED 128 564 CE 007 558 Painting and Decorating. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—23p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building
Trades, Curriculum, Curriculum Design, *Cur-
riculum Guides, *Job Skills, Occupational In-
formation, *Painting, Secondary Education,
State Curriculum Guides, *Task Performance,
*Trade and Industrial Education
Identifiers—*Decorating, Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the painting and
decorating trade as recommended by the suc-
cessful painter/decorator. An instructional program
based upon the implementation of the guides is
expected to prepare a student to adequately per-
form entry level tasks required of a painter/decorator
or to enter a post-secondary technical or apprenticeship
program in painting and decorating where addi-
tional depth can be realized. Trade tasks or in-
formation are listed in chart form under the head-
ings of safety; labor and material estimating; tools
and equipment; operations and/or jobs, and general com-
petencies. Space is provided on the charts to record
for each item the date completed, teaching
methods used, and teaching materials used. Also
included are a list of teacher responsibilities,
guidance information and sources of occupational
information, recommended tests and references,
and a chart depicting the total construction/fabri-
cation occupational curriculum. A typical appli-
cation for employment and a sample trade and
industrial education injury report are appended.
(HD)

ED 128 565 CE 007 559 Sheet Metal. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—24p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building
Trades, Curriculum, Curriculum Design, *Cur-
riculum Guides, *Job Skills, Occupational In-
formation, Secondary Education, *Sheet Metal
Work, Sheet Metal Workers, State Curriculum
Guides, *Task Performance, *Trade and Indus-
trial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the sheet metal
trade as recommended by successful sheet metal
workers. An instructional program based upon
the implementation of the guide is expected to
prepare a student to adequately perform entry
level tasks required of a sheet metal worker or to
enter a post-secondary technical or apprentice-
ship program in sheet metal where additional
depth can be realized. Trade tasks or information
are listed in chart form under the headings of
safety; blueprint reading, planning, drafting, and
lay out; labor and material estimating; tools and
equipment; selection and use of materials and
supplies; construction, fabrication, assembly,
installation, and repair; and general competencies.
Space is provided on the charts to record for
each item the date completed, teaching methods
used, and teaching materials used. Also included
are a list of teacher responsibilities, guidance in-
formation and sources of occupational informa-
tion, recommended tests and references, and a
chart depicting the total construction/fabrication
occupational curriculum. A typical application
for employment and a sample trade and industrial
education injury report are appended. (HD)

ED 128 566 CE 007 560 Plumbing and Pipefitting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—28p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building
Trades, Curriculum, Curriculum Design, *Cur-
riculum Guides, *Job Skills, Occupational In-
formation, *Plumbing, Secondary Education,
State Curriculum Guides, *Task Performance,
*Trade and Industrial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the plumbing and
pipefitting trade as recommended by the suc-
cessful plumber/pipefitter. An instructional program
based upon the implementation of the guide is
expected to prepare a student to adequately per-
form entry level tasks required of a plumber/pipefitter
or to enter a post-secondary technical or apprenticeship
program in plumbing and pipefitting where addi-
tional depth can be realized. Trade tasks or in-
formation are listed in chart form under the head-
ings of safety; blueprint reading and planning; labor
and material estimating; tools and equipment; se-
lection and use of materials and supplies; layout,
fabrication, assembly, installation, maintenance,
and repair; and general competencies. Space is
provided on the charts to record for each item the
date completed, teaching methods used, and teach-
ing materials used. Also included are a list of
teacher responsibilities, guidance information and
sources of occupational information, recommended
tests and references, and a chart depicting the
total construction/fabrication occupational cur-
riculum. A typical application form for employ-
ment and a sample trade and industrial education
injury report are appended. (HD)

ED 128 567 CE 007 561 Masonry. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—33p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Bricklayers,
*Bricklaying, Building Trades, Curriculum,
*Curriculum Design, *Curriculum Guides, *Job
Skills, Occupational Information, Secondary
Education, State Curriculum Guides, *Task
Performance, *Trade and Industrial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the masonry
trade as recommended by the successful mason.
An instructional program based upon the imple-
mentation of the guide is expected to prepare a
student to adequately perform entry level tasks
required of a mason or to enter a post-secondary
technical or apprenticeship program in masonry
where additional depth can be realized. Trade
tasks or information are listed in chart form
under the headings of safety; blueprint reading
and planning; labor and material estimating; tools
and equipment; operations and/or jobs; and
general competencies. Space is provided on the
charts to record for each item the date com-
pleted, teaching methods used, and teaching
materials used. Also included are a list of teacher
responsibilities, sources of occupational informa-
tion, recommended tests and references, and a
chart depicting the total construction/fabrication
occupational curriculum. A typical application
for employment and a sample trade and industrial
education injury report are appended. (HD)

ED 128 568 CE 007 562 Carpentry. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—26p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building
Trades, *Carpenters, Curriculum, Curriculum
Design, *Curriculum Guides, *Job Skills, Occu-
pational Information, Secondary Education,
State Curriculum Guides, *Task Performance,
*Trade and Industrial Education
Identifiers—*Carpentry, Nebraska

One of a series of curriculum guides prepared
for the building occupations cluster of the con-
struction/fabrication occupational group, this
guide identifies the essentials of the carpentry
trade as recommended by the successful car-
penter. An instructional program based upon the
implementation of the guide is expected to
prepare a student to adequately perform entry
level tasks required of a carpenter or to enter a
post-secondary technical or apprenticeship pro-
gram in carpentry where additional depth can be
realized. Trade tasks or information are listed in
chart form under the headings of safety, blueprint
reading and planning, labor and material estimat-
ing, building site layout, footing and foundation,
framing—floors, framing—walls, framing—ceiling
and roof, finish work, tools and equipment,
completion tasks, and general competencies.
Space is provided on the charts to record for
each item the date completed, teaching methods
used, and teaching materials used. Also included
are a list of teacher responsibilities, sources of
occupational information, recommended tests and
references, and a chart depicting the total con-
struction/fabrication occupational curriculum. A
typical application for employment and a sample
trade and industrial education injury report are
appended. (HD)

ED 128 569 CE 007 563 Machine Shop. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div.
of Vocational Education.
Pub Date [73]

Note—30p.; For related documents see CE 007
553-569. Appendix A, Application for Employ-
ment, may not reproduce well because of small
type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, *Machinists, Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the metal occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the machinist trade as recommended by the successful machinist. An instructional program based upon the implementation of this guide is expected to prepare a student to adequately perform entry level tasks required of a machine operator or to enter a post-secondary technical or apprenticeship program in machine shop where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; tools and equipment; computations and estimations; operations and/or jobs; engine lathe; boring, drilling, and reaming; tap and die threading; milling; band sawing; grinding; alloy, metal, and machining characteristics; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 570 CE 007 564
Appliance Repair; Radio and Television. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Pub Date [73]

Note—54p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Appliance Repairing, Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, Electrical Occupations, Electricity, Electronics, *Job Skills, Occupational Information, Radio, Secondary Education, State Curriculum Guides, *Task Performance, Television, Television Repairmen, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the electricity/electronics occupations cluster, this guide identifies the essentials of the appliance repair and radio and television trade as recommended by successful servicemen. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of servicemen or to enter a post-secondary technical or apprenticeship program in appliance repair and radio and television where additional depth can be realized. Trade tasks or information are listed in chart form in separate content sections for appliance repair and radio and television. Lists in each section are under subheadings as safety, special tools and materials, warranties and service policies, merchandising and warehousing, basic thermodynamics, test and measuring equipment, and labor and replacement/repair estimating. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total electricity/electronics occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 571 CE 007 565
Electricity (Construction). Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]
Note—28p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Electrical Occupations, Electricians, Electricity, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the electricity trade as recommended by the successful electrician. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an electrician or to enter a post-secondary technical or apprenticeship program in electricity where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, selection and use of materials and supplies, labor and material estimating, tools and equipment, operations and/or jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 572 CE 007 566
Graphic Arts. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—46p.; For related documents, see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Graphic Arts, *Job Skills, Layout (Publications), Occupational Information, Printing, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the graphic communications occupations cluster, this guide identifies the essentials of the graphic arts trade as recommended by the successful printers. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a printer or to enter a post-secondary technical or apprenticeship program in graphic arts where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, copy preparation, composition, letter press, camera (offset), stripping and plating, offset press, bindery, and silkscreen. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total graphic communication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 573 CE 007 567
Drafting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—27p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Drafting, Draftsmen, Graphic Arts, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the graphic communications occupations cluster, this guide identifies the essentials of the draftsman trade as recommended by the successful draftsman. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a draftsman or to enter a post-secondary technical or apprenticeship program in drafting where additional depth can be realized. Trade tasks or information are listed in chart form under the heading of safety, tools and equipment, general competencies, blueprint reading and planning, and operations and/or jobs. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational guidance information, recommended tests and references, and a chart depicting the total graphic communication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 574 CE 007 568
Communication and Industrial Electronics. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—61p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Communications, Curriculum, Curriculum Design, *Curriculum Guides, Electrical Occupations, Electricians, *Electronics, Electronics Industry, Industrial Technology, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the electricity/electronics occupations cluster, this guide identifies the essentials of the communication and industrial electronics trade as recommended by the successful electrical servicemen. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a serviceman or to enter a post-secondary technical or apprenticeship program in electronics where additional depth can be realized. Trade tasks or information are listed in chart form in two sections: Communications Electronics and Industrial Electronics. Typical section subheadings are safety, communication skills, job relations, mathematics, electromechanical, basic electricity, test and measuring equipment, basic thermodynamics, magnetic controls, special tools and materials, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total electricity/electronics occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 575 CE 007 569
Welding and Cutting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [73]

Note—92p.; For related documents see CE 007 553-568. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, *Curriculum Guides, *Job Skills, Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education, Welders, *Welding

Identifiers—Nebraska

One of a series of curriculum guides prepared for the metals occupations cluster of the con-

struction/fabrication occupational group, this guide identifies the essentials of the welding and cutting trade as recommended by successful welders. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a welder or to enter a post-secondary technical or apprenticeship program in welding where additional depth can be realized. Trade tasks or information are listed in chart form under such headings as safety, related information, general competencies, tools and equipment, cohesion, adhesion, adhesion processes, soldering processes, vertical and horizontal position welding, set up and operate equipment, and general operations and/or jobs. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 576 CE 007 575
Allen, W. Jackson, Comp. Hinrichs, Roy S., Comp.

Research and Experimentation for the Industrial Arts Student. Industrial Arts Series No. 10,006. Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 75

Note—30p.; Pages 9 through 12 include photographs (of building apparatus) that will not reproduce well.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Materials, Curriculum, Experiments, *Industrial Arts, *Instructional Materials, *Laboratory Experiments, Laboratory Procedures, Research Methodology, Secondary Education, Secondary School Students, *Student Research, Teaching Guides

Designed to assist the teacher in introducing a unit on research and experimentation into his/her industrial arts program, this manual provides information for adoption to both classroom instruction and laboratory activities, and a student workbook. The instructor's section includes (1) What is Research? (2) Importance of Research and Experimentation, (3) Types of Research, (4) Kinds of Tests, (5) Methods of Testing Materials (field and laboratory testing), (6) Designing a Laboratory Experiment, (7) Variables, (8) Controlling Variables, (9) Control Groups and Experimental Groups, (10) Apparatus and Special Equipment, (11) Sample Experiment, (12) Analysis of the Experiment, (13) Career Opportunities in Research, (14) Words and Phrases the Students Should Know, and (15) Sources of Additional Information. The student workbook section provides two examples of forms to be used, one for planning the experiment and one for conducting the experiment. (HD)

ED 128 577 CE 007 577
Trautman, Carol M. Springle, Donald C.

Introduction to Office Occupations.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Aug 74

Note—32p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, N.J. 08903 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business Skills, *Career Awareness, Career Education, *Clerical Occupations, Clerical Workers, Instructional Materials, *Occupational Information, *Office Occupations, Office Occupations Education, Secondary Education, Vocational Education, Workbooks

A workbook, designed to introduce students to office occupations, this manual provides general information about office-clerical positions and outlines the education and training necessary to enter the field. Part One, "What Are Office Occupations?" contains chapters on the careers of

typist, file clerk, payroll clerk, stock clerk, office machine operator, salesclerk, cashier, shipping and receiving, and mail clerk and messenger. Part Two, "What Does It Take To Be An Office-Clerical Worker?" includes chapters on education and training needed, personal qualities needed, where the jobs are, and wages and benefits. A student activities section at the end of each chapter provides various types of objective and short answer exercises on the chapter material. A 3-page quiz on the whole book is also included. (HD)

ED 128 578 CE 007 591
Manpower Needs in the Field of Aging: The Nursing Home Industry. AOA Occasional Papers in Gerontology, No. 1.

Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.

Pub Date [75]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Employment Patterns, *Employment Trends, Geriatrics, Gerontology, *Health Occupations, *Health Personnel, Labor Market, *Manpower Needs, National Surveys, *Nursing Homes, Occupational Surveys, Older Adults

Identifiers—United States

Employment in nursing homes is projected to increase from 583,000 in 1973 to 1,036,000 in 1985. Substantially more workers are expected to be employed in nearly all occupations. The projected growth of 78% is faster than that expected in any segment of the health industry. Most nursing home employees are service workers. Two of these occupational classifications, practical nurses and nursing aides, orderlies, and attendants, accounted for over half of total employment in 1973. For many occupations in nursing homes, annual openings resulting from the need to replace workers who leave the labor force are expected to be more significant than those resulting from employment growth. An analysis of employment growth and the supply-demand situation for key occupations in the nursing home industry indicated that nursing homes should be able to meet their manpower needs provided that wages, benefits, hours, etc., will be competitive in the job market. An appendix describes the methods used by the Bureau of Labor Statistics to project manpower requirements in key nursing home occupations based on its program for developing projections for the entire economy's industrial and occupational structure. (JT)

ED 128 579 08 CE 007 601
An Evaluation of the Instructional Television Program Basic Education: Teaching the Adult.

Curriculum & Evaluation Consultants, Merchantville, N.J.; Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Grant—V-0023VK

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Educational Research, *Educational Television, *Instructor Centered Television, *Program Evaluation, *Teacher Education

Identifiers—Maryland

A series of 30 telelessons and an accompanying manual designed to train teachers of adult basic education was developed by the Maryland State Department of Education and then utilized and evaluated in 25 colleges and universities throughout the United States. The purpose of the evaluation was to describe the types of courses, students, faculty, and instructional procedures involved, determine the effectiveness of the program, and survey the reactions of faculty, students and state-level personnel to the program. Questionnaire survey forms were used to gather information about the nature of the courses, students and instructors. Evaluation reports were used to gather information from students and faculty about their reactions to each lesson. A criterion referenced test was administered prior to, and at the completion of instruction. Of the 430 students in the 25 schools, 356 completed both pre and post tests. State reports were received from 36 persons. Conclusions demonstrated the value of the program and the feasibility to implement it in a variety of ways and settings. Complete findings, recommendations, and evaluation instruments are included. (WL)

ED 128 580 CE 007 611

Backstrom, Lars G. Pedersen, Odd

Evaluation of University Vocationally-Oriented Courses. Completed Project.

Office of the Chancellor of the Swedish Universities, Stockholm. Dept. of Educational Research and Development.

Pub Date 75

Note—10p.

Journal Cit—Educational Development; n8 Oct 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Curriculum, College Students, Course Evaluation, *Curriculum Evaluation, Foreign Countries, Post Secondary Education, Student Attitudes, Student Characteristics, Universities, *Vocational Education

Identifiers—Linköping University, Sweden

A study of those students taking vocationally-oriented courses in the arts and sciences faculties of Swedish universities examined background variables among the students as well as questions concerning the design and effectiveness of the courses. These courses are one term in length and organized to ease the transition from university studies to professional work, providing a comprehensive picture of the field in question. The survey sample consisted of 1,326 of the 2,625 students who enrolled in the fall term of 1971 and spring term of 1972 in a vocationally-oriented course, completed it, and passed the examination. The mean age of students was 28.1 years, 44% of them female, and 25% part-time students. Forty-four percent took the vocationally-oriented course as a part of full-time general university studies and represented lower middle class (47%) and upper middle class (30%) social status. Adult students tended to be employed to a greater extent than regular students and their employment was more often within the course area. The results were favorable in terms of the types of students utilizing the vocationally-oriented courses and in terms of course effectiveness. There were considerable differences between the courses in other areas, e.g., background variables such as sex, employment situation, and purpose of studies as well as the ratings concerning the effectiveness/usefulness of the course. (HD)

ED 128 581 CE 007 619
Rayack, Elton

An Economic Analysis of Occupational Licensure. Final Report.

Rhode Island Univ., Kingston. Dept. of Economics.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 75

Contract—DL-21-44-75-08

Note—170p.; Table 22 and pages 39-42 will not reproduce well due to faded, broken type

Available from—National Technical Information Service, Springfield, VA 22151

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Certification, Competitive Selection, Credentials, Economic Research, *Employment Qualifications, Manpower Utilization, *Nonprofessional Personnel, Occupational Mobility, Occupations, Skilled Occupations, Skilled Workers, State Legislation, *State Licensing Boards, State Standards, Tests

Identifiers—Connecticut, Massachusetts, Rhode Island

To examine the hypothesis that occupational licensure is primarily a restrictive device to protect those licensed from competition, analysis focused on the licensure of non-professional occupations in Rhode Island, Massachusetts, and Connecticut, covering 36 licenses issued by the three states for 12 occupations (e.g. electricians, barbers, opticians) and 3 sub-classes within those occupations. The study examined the composition of the licensing boards; their policies with respect to prices, advertising, and work constraints; constraints specifically incorporated in legislation; and the examination process. On ten of twelve licensure examinations for which adequate data were available, statistically significant positive correlations were found between failure rates and unemployment rates, supporting the hypothesis. Other findings were that licensing processes generated work restrictions, jurisdictional disputes among occupations, and restrictions on price competition; that licensure by reciprocity is rare and difficult to achieve; that licensure boards pay little attention to consumer complaints; that

boards seldom revoke licenses; and that they are overwhelmingly composed of members of the licensed occupation with a vested interest in protecting those already licensed. The report is presented in four parts: (1) Legislation, the Boards, and Restrictionism; (2) Origins of Licensing Legislation; (3) The "Record" on Complaints; and (4) Summary, Conclusions, and Recommendations for effective reform. (Author/HD)

ED 128 582 CE 007 630

Charland, William A., Jr.
A New Look at Lifelong Learning. Union Press: Monograph III, March 1976.
Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.
Pub Date Mar 76
Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Development, Adult Education Programs, *Adult Learning, Case Studies, *Continuous Learning, Personal Growth, Psychological Studies, Role Perception, Socialization, Time Perspective

Addressed to those who are involved in the education of adults, this paper reviews hypotheses of patterns in adult development, and discusses possible roles of educators and educational programs in facilitating growth throughout adult life. The following topics are included: Time and the Life Cycle, Socialization and Roles, Stages of Adult Development, Recent Studies of Adult Development, Adult Development and Learning, One Woman's Development: An Example, Learning as Socialization, and Learning as Personal Growth. A list of references is given. (WL)

ED 128 583 CE 007 637

Shackell, Wallace K., Jr.
Getting Your Dollar's Worth.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Sep 74
Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Consumer Education, Credit (Finance), Curriculum, *Curriculum Guides, Discussion (Teaching Technique), Instructional Materials, *Learning Activities, *Money Management, Purchasing, Secondary Education, Textbooks

Designed as a secondary level consumer education text dealing with how to use your money wisely, this booklet makes use of stories, skits, and cartoon drawings to dramatize the everyday life of a consumer. It tells how to buy cars, how to use credit (charge accounts, credit cards, life insurance, credit unions, passbook savings, commercial banks, and finance companies) and deals with such topics as consumer protection services, law and the buyer, warranties and guarantees, fraud, advertising, how to save, and how to determine bargains and receive guarantees. Each of the 15 chapters is followed by questions designed to stimulate lively classroom discussion, and a list of projects for separate groups or the class as a whole is appended. Chapter titles are Buying a Car, Charge It!, The Smiths and the Johnsons, "But the Ad Said....!", "I Know It's the Best Brand Because It's Advertised Most!", Law and the Buyer, Fraud and You, Help!, So You Want to Use a Small Claims Court, How to Save, What "Truth in Lending" Means to You, When is a "Bargain" a Bargain?, "You're Fired!", "So I Got My Money Back, But What's Going to Happen to Them?", and Things to Remember. An index is included. (WL)

ED 128 584 CE 007 646

Ritzen, Josef M. Balderston, Judith B.
Methodology for Planning Technical Education: With a Case Study of Polytechnics in Bangladesh.
Pub Date 75
Note—170p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—Case Studies, Costs, Decision Making, *Educational Development, Educational Finance, *Educational Planning, Educational Research, Financial Support, Foreign Countries, Manpower Needs, *Mathematical Models, Policy Formation, Post Secondary

Education, Resource Allocations, Student Enrollment, *Technical Education, *Trade and Industrial Education
Identifiers—Bangladesh

A product of research first begun by one of the authors in Bangladesh, this book develops a comprehensive set of methods for planning technical education. Wherever possible, the authors draw on existing tools, fitting them to the specific context of technical education. When faced with planning problems for which existing methods are ill suited they developed new planning tools which they consider to be equally applicable in developed and developing countries, exemplifying them in the text with reference to polytechnics in Bangladesh. Quantitative methods for planning technical education are presented, culminating in a specific decision model, which is based on the premise that planning can provide answers to difficult management problems arising from the increasing complexity of educational systems. Practicalities of the selection of alternative policies are examined and limitations of the suggested methodology are also discussed. The six chapters are Efficiency in Resource Allocation, Student Flow and Stocks of Graduates, Costs and Financing of Technical Education, Employment and Earnings of Technical School Graduates, A Decision Model for Technical Education, and The Implementation of the Decision Model. Twenty-eight tables and 18 figures are included. (HD)

ED 128 585 CE 007 647

Morrison, Edward J., Ed.
Alternative Models for Funding Research and Development.

American Vocational Education Research Association, Washington, D. C.

Pub Date 76

Note—48p.

Available from—American Vocational Education Research Association, State Department of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, Ok. 74074 (\$2.00)

Document Not Available from EDRS.

Descriptors—Agricultural Research Projects, *Educational Development, Educational Finance, *Educational Research, *Federal Aid, Federal Government, Federal Legislation, *Federal Programs, Financial Policy, *Financial Support, *Models, Research Utilization, Scientific Research, State Aid, State Federal Support, Vocational Education

Identifiers—National Science Foundation
An introduction to the "hows" of research and development (R&D) funding decisions made by the U. S. Federal government, this book contains four chapters written by separate authors. The first chapter examines the Federal role, purpose, and practices in funding R&D concluding that Federal funding of R&D is designed primarily to serve nonscientific ends of the Federal departments and agencies and that there is no single, ideal R&D funding model to be adopted universally, but that there is a set of questions whose answers (by a department or agency) will shape its operating model for funding R&D. Three alternative models for funding and managing R&D are presented in the remaining three chapters. Chapter 2 describes Federal programs for funding vocational education R&D, analyzes several prominent proposals for new legislation affecting these programs, and describes some major R&D accomplishments and needs. Chapter 3 explains a system in which a variety of state, regional, and Federal entities are integrated in planning, funding, conducting, and disseminating results from agricultural research. The fourth chapter describes the Intergovernmental Science Programs of the National Science Foundation and how these programs differ from the vocational and agricultural models. (HD)

ED 128 586 CE 007 650

Health and Safety: Suggested Personnel Policy Guidelines for School Districts.
Oregon State Dept. of Education, Salem. Div. of Administrative Support.
Pub Date May 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accident Prevention, Accidents, Administrative Policy, Administrator Guides, Administrator Responsibility, Guidelines, *Health, Injuries, *Personnel Policy, *Policy Formation, Public Schools, School Administration, School Districts, *School Safety, State Legislation

Identifiers—Oregon

To assist school administrators in meeting state and federal requirements for safety and health programs and procedures related to school district personnel (particularly those requirements resulting from the enactment by the 1973 Oregon Legislative Assembly of laws found in the ORS 654.000 to 654.295, and 654.991), these guidelines were drawn from a variety of Oregon documents and federal sources dealing with health and safety programs. Contents include definitions, sources of help (government departments, officials, and documents), employee and administrator responsibilities, safety rules, inspection procedures, accident and injury assistance and reporting procedures, investigation procedures, emergency procedures, and vehicle safety. The appendix contains several safety inspection and injury report forms, which may be duplicated; others must be ordered directly from the agency. (HD)

ED 128 587 CE 007 652

Katzell, Raymond A. And Others
Work, Productivity, and Job Satisfaction. An Evaluation of Policy-Related Research.
New York Univ., N.Y.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Jan 75

Note—443p.

Available from—The Psychological Corporation, 757 Third Avenue, New York, New York 10017 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, Economic Factors, *Employer Attitudes, Employer Employee Relationship, *Employment, Incentive Systems, Industrial Relations, Job Enrichment, *Job Satisfaction, Labor Conditions, Management by Objectives, Motivation, Motivation Techniques, *Productivity, *Research Reviews (Publications), State of the Art Reviews, Work Attitudes, Work Environment

This report is a multi-disciplinary evaluation of policy-related research (which met relatively high standards of scientific validity) dealing with features of work affecting both the productivity and job satisfaction of employees. Its purpose is to determine whether and how worker job satisfaction and productivity together may be enhanced by changing patterns of job responsibilities, control, and compensation, and to relate the findings to prevalent beliefs on these topics held by policy-makers. Part 1, Summary (Chapters 1, 2, and 3), describes the nature of the research review, relates findings and conclusions, and considers strategies and tactics of initiating and implementing programs which incorporate the positive elements of the findings. Part 2, Research Report, contains chapters addressed to: Description of research method and framework; the survey of beliefs about productivity on the part of samples of executives and labor union officials; three chapters reporting findings regarding job productivity and satisfaction; and a chapter describing examples of system-wide changes. Suggested directions for future policies drawn from the final convergent findings of the research include: (1) Relatively limited programs, such as job enrichment, or incentive pay plans, seem unlikely by themselves to create large or enduring improvements in productivity and job satisfaction; and (2) socio-technical systems which have the features of financial compensation of workers, worker-job compatibility, workers' ability to plan and make decisions about their jobs, appropriate resources to facilitate workers' performance, and adequate "hygiene" conditions, may be able to improve both productivity and job satisfaction. References, a bibliography, and a glossary of technical terms are included. (SH)

ED 128 588 CE 007 655

Boggs, David L. Buffer, Loretta C.
Continuing Education and Aging Annotated Bibliography.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Age, *Annotated Bibliographies, Continuous Learning, *Older Adults, Reference Materials
Aging is treated separately or in relation to continuing educational opportunities in each of the 35 documents annotated. The annotations vary from 75 to 350 words in length. Authors, catalog numbers (when available), publishers,

pagings, and prices (when available) are also given. (WL)

ED 128 589 CE 007 658

Wilson, Thurlow R. Richards, John A.
Jobs for Veterans With Disabilities. Manpower
R&D Monograph 41.

Human Resources Research Organization, Alexandria, Va.

Spons. Agency—Manpower Administration
(DOL), Washington, D.C.

Pub Date 75

Grant—DL-21-51-73-46

Note—45p.

Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D. C. 20402 (Stock Number 029-000-00238-0,
\$1.05)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Employer Attitudes, Employment
Patterns, *Employment Problems, *Employment
Services, Equal Opportunities (Jobs),
Guides, Job Development, Job Placement,
Labor Supply, Occupational Surveys, *Physically
Handicapped, Research, *Veterans

Research findings on the employment of disabled veterans in a practical format are presented for people interested in the goal of equal employment opportunity for disabled veterans—job developers, vocational counselors, service officers of veterans organizations, employment service administrators, and employers. The guide contains findings from a Human Resources Research Organization study conducted to identify and explore possible solutions for major problems veterans with service-connected disabilities encountered in seeking and holding jobs. For user convenience the findings are presented here in question-and-answer form: (1) The kinds of employment difficulties faced by various kinds of disabled veterans, (2) how various disabled veterans find jobs, (3) job development and placement help various disabled veterans want, (4) the success or organizations such as the State Employment Service and the Veterans Administration in providing employment help to disabled veterans, (5) the nature of employer resistance to, and support for, hiring disabled veterans, (6) the arrangements and accommodations the average employer makes for disabled veterans on the job, and (7) what outstanding employers of the handicapped are doing. The guide also includes case histories of four disabled veterans and a brief descriptive listing of major programs to assist disabled veterans in training and employment. (WL)

ED 128 590 CE 007 717

Griffith, William S. Fay, Maureen A.
New Directions for Accreditation—Implications for
Adult Education.

Pub Date Apr 74

Note—26p.; Paper presented at the Joint Conference, Illinois Adult Education Association and Adult Education Association of Wisconsin (1st, Milwaukee, Wisconsin, April 5, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Accreditation (Institutions),
*Adult Education, Adult Education Programs,
Colleges, *Community Colleges, Evaluation
Criteria, Geographic Regions, *Higher Education,
Secondary Education, *Secondary
Schools, Standards, Trend Analysis

Current statements taken from the official publications of the regional accrediting associations regarding examination of adult education programs of institutions of secondary and higher education are compiled here under headings for each association: New England Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Secondary Schools, North Western Association of Secondary and Higher Schools, and Western Association of Schools and Colleges. Noting that the statements reflect relatively recent interest of the associations in adult education programs, the authors provide additional information regarding the evolution of the standards of the Western Association and list ways in which adult educators can use the accreditation process to increase quality and quantity of adult education opportunities provided by their institutions. (JT)

ED 128 591 08 CE 007 719
Speech Pathology Assistant. Trainee Manual.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons. Agency—Department of Labor, Washington, D.C.

Pub Date 74

Note—91p.; For a related document see CE 007 718

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Health Occupations Education, Instructional Materials, *Job Training, Manuals, *Medical Assistants, *Speech Pathology, Study Guides

Part of an instructional set which includes an instructor's guide, this trainee manual is designed to provide speech pathology students with some basic and essential knowledge about the communication process. The manual contains nine modules: (1) speech pathology assistant, (2) the bases of speech (structure and function of the speech mechanism, language development, and phonetics), (3) hearing, (4) communication disorders (articulation disorders, language disorders, stuttering, and voice disorders), (5) diagnostic evaluation and clinical management procedures, (6) ethnic and cultural differences, (7) exceptional children and adults, (8) client follow-up procedures, and (9) practicum and work experience. Each module contains objectives, study content, and references. A glossary is also included. (WL)

ED 128 592 95 CE 007 721

Audiometric Assistant. A Suggested Guide for a
Manpower Training Program.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Audiology, *Audiometrists, Course Content, Course Objectives, Course Organization, Curriculum, Curriculum Guides, Health Occupations Education, *Health Programs, *Job Training, *Medical Assistants

Prepared to assist agency and university programs in the organization of a program to prepare trainees for employment as audiometric assistants, this guide is intended for use by professional individuals who are familiar with clinical speech and hearing problems. The manual contains five teaching modules, each including training time, objectives, module outline, suggested activities, and suggested references. Topics are (1) trainee orientation, (2) the hearing mechanism, (3) communication process, (4) hearing measurement, (5) and work experience training. Introductory material suggests that the sequence of topic presentation should be the result of the instructor's clinical experience and that the guide outlines only minimal knowledge and skill requirements to be obtained by the trainee since additional topics or broader exploration of suggested topics will vary according to the needs, background, and interest of the trainee as well as the instructor's preference. Also included are a job description for audiometric assistants, training facility criteria, trainee qualifications, instructor qualifications, suggestions for the organization of intensive instruction, and the program outline. The appendix contains a brief glossary of professional terms and organizations, plus a suggested list of films and anatomical models. (WL)

ED 128 593 CE 007 744

Super, Donald E.
Career Education and the Meanings of Work.
Monographs on Career Education.

Pub Date Jun 76

Note—52p.

Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D. C. 20402 (Stock Number 017-080-0155-4,
\$0.75, plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Choice, *Career Education,
Career Ladders, Career Planning, *Concept
Formation, Definitions, Developmental Tasks,
Educational Objectives, *Human Development,
Leisure Time, *Role Perception, Self Actualization, *Vocational Development, Work Attitudes, Work Experience

A review of the meanings of work, career, occupation, and job begin this monograph, which takes up other concepts such as leisure, play, and

avocation. Because the theoretical basis of career education is considered to be career development theory, the essay discusses life stages, developmental tasks, and career patterns. The implications of the highly industrialized nature of our society for careers and for career education are then examined, including the continuing need for people even in a largely automated economy. The importance of work to semi-skilled workers, office workers, executives, and professionals, as well as to youth, the elderly, the handicapped, ethnic minorities, and women is considered, along with the competing and complementary roles provided by the family, leisure, and civic life. That the increasing number of society-maintaining workers may find new life meanings through these aspects of their careers is taken into account, together with their implications for career education. The monograph concludes with a listing of six objectives of career education which are made necessary by the diverse meanings of work in our changing society. (Author/TA)

ED 128 594 CE 007 746

Lifetime Learning Act, 1975: Hearing Before the
Subcommittee on Education of the Committee
on Labor and Public Welfare, United States
Senate, Ninety-Fourth Congress, First Session
on S. 2497.

Pub Date 76

Note—709p.; Portions of the document will not reproduce well due to poor legibility

Available from—Superintendent of Documents,
U. S. Government Printing Office, Washington,
D. C. 20402

EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Learning, *Continuous Learning, *Educational Legislation, Higher Education

Identifiers—*Senate Subcommittee Hearings, United States

Included in these hearings on the Lifetime Learning Legislation are a text of the bill, list of witnesses and their statements, additional statements submitted to the subcommittee by various organizations and professional associations, and other articles, studies, and press clippings related to lifetime learning. (The legislation is designed to establish an office of lifetime learning programs in the U.S. Office of Education in order to encourage the initiation and expansion of lifelong programs in such areas as adult basic, postsecondary, continuing, remedial, job training, and pre- and post-retirement education.) (WL)

ED 128 595 CE 007 747

Levitan, Sar A. Johnston, William B.
Work Is Here to Stay, Alas.

Pub Date 73

Note—184p.

Available from—Olympus Publishing Company,
937 East Ninth South, Salt Lake City, Utah
84105 (Twenty percent discounts on quantities of five or more)

Document Not Available from EDRS.

Descriptors—*Employment, Employment Patterns, Employment Trends, Historical Reviews, Job Enrichment, *Job Satisfaction, *Labor Force, Leisure Time, National Surveys, Occupational Surveys, Social Change, Social Indicators, *Trend Analysis, *Work Attitudes, Work Environment

Identifiers—United States

Based on the numbers published by the U. S. Bureau of the Census, Bureau of Labor Statistics, and other sources, the book examines what has happened to work in America during the present century, analyzes the attempts to change the nature of that work, and makes projections about the future of work. Though the study reveals far-reaching changes occurring in work and its meaning for individuals, no end to work, no crisis of discontented workers, and no sweeping "humanization" of jobs are foreseen. Topics covered are: What is happening to work?, the meaning of work, the survival of work, the new workforce, dissatisfaction in the workplace, the changing nature of work, the evolving quality of work, work reform in perspective, job redesign experiments, limitations of job reform, and the future of work. Concluding that work may always be a fixture in society, but also perhaps unrecognizably transformed in the future, the authors project that rather than being required labor to produce necessities, work may become whatever purposeful activity individuals wish to engage in, and that

the most which can be accomplished is free choice in work for all individuals. (TA)

ED 128 596 CE 007 748

Bates, Timothy

Involuntary Underemployment Among Heads of Households, Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-338-76

Pub Date Mar 76

Note—28p.; Pages 6 and 10 will not reproduce well due to faint and broken type.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economic Research, Employment Patterns, *Heads of Households, Income, Laborers, Labor Market, Low Income Groups, Manpower Needs, Motivation, National Norms, *Part Time Jobs, Socioeconomic Status, *Underemployed, Unskilled Workers, Wages, Work Attitudes, Work Experience

Utilizing a data file extracted from the University of Michigan Survey Research Center's Panel Study of Income Dynamics, this study examines the work experiences of a national sample of non-aged heads of households. This data source, which describes heads of households and structural characteristics of labor markets, is unique in that underemployed heads of households indicate whether their part-time working status is voluntary or involuntary. Among the heads who were employed during 1971, 15% were part-time workers in the sense that they worked, on average, less than 30 hours per week and/or no more than 40 weeks per year. Findings of this study indicate that 54% of these part-time workers were involuntarily underemployed, willing but unable to devote more time to gainful employment. Furthermore, household heads who were involuntarily underemployed in 1971 constituted a clear majority of all non-aged heads who were (1) unemployed (58.0%) and (2) recent labor force dropouts (55.5%) during the spring of 1972. These heads of households are, when working, concentrated in low wage jobs. (Author)

ED 128 597 CE 007 750

Mott, Frank L. Moore, Sylvia F.

The Determinants and Consequences of Occupational Information for Young Women.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Apr 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Awareness, Career Choice, Comparative Analysis, Educational Research, *Employment, Females, Information Sources, Information Utilization, Labor Market, Longitudinal Studies, Males, *Occupational Information, Race, Sex (Characteristics), Sex Discrimination, *Socioeconomic Influences, Success Factors, *Vocational Counseling, Work Experience, *Working Women

In this study, an examination of the determinants and consequences of occupational knowledge is carried out using data collected from the National Longitudinal Survey of 5,159 young women. The study closely parallels a 1975 study by Parnes and Kohen utilizing information collected from about 5,000 young men. The significance of various background factors as potential determinants of a young woman's occupational knowledge score and the effect of this score on subsequent earnings and occupational status are investigated. In addition to contrasting the causal patterns for black and white women, similarities and differences between the results for young men in the Parnes and Kohen study and the results for young women in this study are discussed. The report notes that the extent of vocational counseling was irrelevant as a determinant of the knowledge of the world of work score. It was found that the relevance of occupational information, as measured by this score, to predict early adult labor market success was not as clear for young women as it has been shown to be for men. It is concluded that a pre-career educational "funneling process" effectively restricts career options of many young women to occupational categories which have traditionally fallen within the stereotypical "women's occupations" categories. (TA)

ED 128 598 CE 007 752

Nilson, Linda Burzotta Edelman, Murray

The Symbolic Evocation of Occupational Prestige. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-348-76

Pub Date May 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Blue Collar Occupations, Cultural Factors, *Language Usage, *Occupations, Public Opinion, *Social Attitudes, Social Class, Social Influences, Social Reinforcement, *Social Status, *Social Values, Socioeconomic Status, Status Need, Stereotypes, Structural Analysis, White Collar Occupations

The special language of particular occupations, the role playing of those who practice them, and the terms in which the communications media and the general public refer to them evoke problematic cognitions about occupational functions and practitioner traits that determine an occupation's high or low social standing. Perceptions of occupations rest heavily on stereotypes that are often class based and occur in sets, each stereotypic feature connoting others in the set as well. Race, ethnicity, sex, class subculture, level of attractiveness and kind of personality are common components of such sets. Linguistic evocations encourage a focus upon the special procedures of high prestige occupations rather than on the achievement of demonstrable results, which are expected from low prestige occupations. The various levels of the occupational hierarchy systematically reinforce each other's high or low standing and also systematically legitimize inequalities in the allocation of values in society as a whole. (Author/TA)

ED 128 599 CE 007 756

Education and Work. Report of a Seminar. Policy Analysis Service Reports, Vol. 2, No. 1, June 1976.

American Council on Education, Washington, D.C. Policy Analysis Service.

Note—53p.

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Education, *Educational Experience, *Educational Policy, Employment, Employment Opportunities, Federal Government, Federal Legislation, *Government Role, *Manpower Development, *Policy Formation, Post Secondary Education, School Community Relationship, Seminars, Young Adults, *Youth Employment

The speakers' remarks and the subsequent discussion at this seminar centered largely on the book, "The Boundless Resource: A Prospectus for an Education/Work Policy," by Willard Wirtz and the National Manpower Institute (1975). The seminar was intended to provide a setting wherein the postsecondary education community could develop a plan of action for improving the relation between the educational experience and the work experience, particularly for young people. Major presentations were on the relation of college studies to jobs, prerequisites for change, authority and the advisory role, legislation for reform, purpose of career education, leadership for councils, meaningful jobs for young people, and portable benefits for lifetime work. The report reproduces verbatim comments and responses from the floor in addition to the presentations. (TA)

ED 128 600 CE 007 760

Mott, Willie J., Comp.

Let's Build: What Materials Will Be Needed? Instructor's Manual. A Resource Unit on Materials Estimation. Building Trades Series.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date May 76

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Building Materials, Building Trades, *Construction Costs, Estimated Costs, *Instructional Materials, Manuals, Resource Units, *Teaching Guides, *Trade and Industrial Education, Unit Plan

This manual brings together in one package basic knowledges and facts about estimating to assist the building trades instructor in developing his instructional program. Teaching estimating as a separate unit, or integrating it into a regular program are given as two different instructional approaches. After a description of the estimating process and its importance, the various aspects (36 in this manual) of estimating are discussed separately, e.g. expense sheets, concrete block, ceiling joist, wallpaper, strip or hard wood flooring. A bibliography, glossary of terms (Appendix A), and plans for a garage and workshop (Appendix B) are included. (WL)

ED 128 601 CE 007 769

Hoggatt, Carolyn, Ed.

Exploring Home Economics Related Careers. Introduction to Vocations.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—HM-383

Pub Date Mar 76

Note—126p.; For a related document see CE 007 934

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Education, *Career Exploration, *Home Economics Education, Learning Activities, Lesson Plans, *Teaching Guides, *Vocational Education

Developed to meet the career educational needs of students enrolled in home economics courses and/or an introductory vocational program, this document (teacher's copy) contains six units of study focusing on the home economics related careers cycles of: child development and care; clothing, textiles and fashion; food services; institutional, hospitality industry and home services; housing and home furnishings; and family and consumer services careers. Each unit contains suggested and specific learning objectives, a teacher overview, pre- and post-test inventory, 10 lessons suggesting learning activities, and a bibliography. (WL)

ED 128 602 CE 007 770

Home Economics and the Exceptional Student. A Handbook for Home Economics Teachers Working with Mentally Retarded Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Apr 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Resources, *Curriculum Development, *Exceptional Students, Guides, *Home Economics, *Mentally Handicapped, *Special Education, Systems Approach, *Teacher Workshops, Vocational Education

Identifiers—New Jersey
This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction. The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources. The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for systems approach to curriculum, and a resource list. (WL)

ED 128 603 CE 007 771

Gattoni, Felix

Air Conditioning and Heating Technology—II.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 65

Note—341p.; For related document see CE 007 773

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$4.00).

Document Not Available from EDRS.

Descriptors—*Air Conditioning, *Climate Control, *Construction Needs, Engineering Technology, Equipment, *Heating, Industrial Technology, Teaching Guides, Technical Education, Textbooks, *Thermal Environment, Trade and Industrial Education, Vocational Education

Twenty-eight chapters and numerous drawings provide information for instructors and students of air conditioning and heating technology. Chapter 1 lists the occupational opportunities in the field. Chapter 2 covers the background or development of the industry of air conditioning and heating technology. Chapter 3 includes some of the principle factors that affect human comfort, and Chapter 4 covers psychrometrics. The remaining chapters focus upon: The Psychrometric Chart, Applications of the Psychrometric Chart, Heat Transfer, Factors Affecting Air-Conditioning Cooling Loads, Cooling Load Calculations, Selection of Equipment for Cooling, Technical Principles of Air Flow, Designing of Duct Distribution Systems, Duct Sizing, The Mechanics of Duct Systems, Duct Installation Design, Cooling Towers, Water Treatment, Heating Load, Calculating Heating Loads, Selecting Heating and Humidifying Equipment, Hydronic Heating and Cooling, Heating Boilers and Furnaces, Operation and Maintenance of Boilers and Furnaces, Chimneys and Flue Draft, Domestic and Commercial Oil Burners, Basic Instrumentation, Measure and Control Instrumentation, and Applications of Instrumentation to the Air Conditioning and Heating Technology. (HD)

ED 128 604 CE 007 773

Dempster, Chalmers T.

Basic Comfort Heating Principles.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date 75. Note—150p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50).

Document Not Available from EDRS.

Descriptors—Air Conditioning, Building Plans, *Construction Needs, Heat, *Heating, *Measurement Techniques, Specifications, Temperature, Thermal Environment, *Ventilation, *Vocational Education

The material in this beginning book for vocational students presents fundamental principles needed to understand the heating aspect of the sheet metal trade and supplies practical experience to the student so that he may become familiar with the process of determining heat loss for average structures. Six areas covered are: (1) Background information on comfort air-conditioning, (2) basic fundamentals of comfort heating, (3) air motion in ducts, (4) load calculation in comfort heating, (5) measurement of heat transmission, and (6) student calculations for heat loss determination. Each area includes two to five units, each with sub-topics which discuss temperature-related subjects and provide diagrams and/or instructional tables, and review questions. Appendixes include information on how to calculate heat transmission factors, how to determine infiltration heat losses by the crackage method, heat transmission factors tables for walls, ceilings and floors, and worksheets for student calculations. (WL)

ED 128 605 CE 007 777

Capizzi, James

Air Conditioning and Refrigeration. Volume XXVI. 1975 Edition of Course of Study Outlines. Middlesex County Vocational and Technical High Schools and Middlesex County Adult Technical Schools.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Pub Date 75.

Note—178p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Air Conditioning, Behavioral Objectives, *Course Content, *Course Descriptions, Curriculum, Curriculum Guides, *High School Curriculum, Post Secondary Education, Pro-

gram Descriptions, Refrigeration, *Refrigeration Mechanics, Senior High Schools, Shop Curriculum, Technical Education, *Trade and Industrial Education, Vocational Education

The two courses of study described and outlined here are offered at Burr D. Coe Vocational and Technical High School in East Brunswick, New Jersey, for students wishing to prepare for a career in air conditioning and refrigeration. Section 1 deals with a 4-year high school course, Section 2 with a 1-year course for those who have completed high school or its equivalent. Each section includes a job description for the airconditioning and refrigeration mechanic, a course description and notes on length of course, entrance requirements, diploma, and equipment and facilities, with most of the section being devoted to a course outline which lists objectives, course content, and text and reference books for each unit. The shop practice outlines are set up in parallel columns to clarify the dual role of the teacher responsible for teaching both the tools of the trade and related trade information. Left columns list operations to be performed by the student while parallel right columns list related information required. The courses stress the basic jobs, operations, and skills needed in the servicing, repairing and installation, of air conditioning and refrigeration units. Related subject matter, consisting of mathematics, science, and drawing related to the air conditioning and refrigeration trade is an integral part of the course for high school students; for post high school students related subject matter requirements will depend upon the student's educational background. (HD)

ED 128 606 CE 007 890

Barth, Michael C.

The Full Employment and Balanced Growth Act of 1976: An Analysis and Evaluation. Discussion Paper 346-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-346-76

Pub Date Jun 76

Note—26p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Climate, Employment, *Federal Legislation, Government Role, *Job Development, Jobs, Labor Economics, *Labor Legislation, *Policy Formation, Public Policy, *Unemployment

Identifiers—*Full Employment and Balanced Growth Act, Humphrey Hawkins Act

The Full Employment and Balanced Growth Act of 1976, S-50, the Humphrey-Hawkins bill, is an attempt to focus the nation's attention and energy on the problem of attaining full employment. As a matter of law the nation would be committed to achieving an adult unemployment rate of 3% within four years. If those charged with the development and implementation of fiscal and monetary policy—the President, the House and Senate Budget Committees, and the Federal Reserve Board—did not think the full employment goal feasible or wise, they would have to say so, explain why, and develop ameliorative measures. Recognizing that wishing full employment will not suffice, the Act provides for micro-employment programs and for policies that would hopefully allow the application of greater monetary and fiscal stimulus with less inflation. All else failing to achieve the 3% unemployment rate target, S-50 provides for public job creation, presumably on a large scale if need be. S-50 does not deal with the issue of why we face the high unemployment dilemma to begin with, nor does it provide a convincing mechanism for dealing with the inflation that could result from its own provisions. In forcing us to debate the issues, particularly the inflation-unemployment trade-off within our conventional economic policy, S-50 provides opportunity for explicit analysis of both the benefits and costs of full employment. Out of such debate, needed changes in the bill can be attended to. (WL)

ED 128 607 CE 007 897

Moving Women Up. A Catalyst Occasional Paper.

Catalyst, New York, N.Y.

Pub Date 74

Note—18p.

Available from—Catalyst, 14 E. 60th Street, New York, N.Y. 10022 (\$1.25)

Document Not Available from EDRS.

Descriptors—Administrative Change, Administrative Personnel, *Administrative Principles, *Conflict Resolution, Employer Employee Relationship, Employment Practices, Equal Opportunities (Jobs), Females, Males, *Managerial Occupations, *Organizational Climate, Organizational Development, Sex (Characteristics), Sex Discrimination, Work Attitudes, *Working Women

Powerful pressures are compelling company officers and managers to take a long, careful and objective look at their women employees. The effects of legislation and legal action, the perception of what is right and fair, and corporate concern with profit and public image are among the factors that are fostering employer interest in the critical issue of moving women up. When women are offered an opportunity to move up, some feel ambivalent, while some men face conflicts. Inner conflict exists because in our culture both men and women are caught up in a dilemma bred of old assumptions that men are most capable of leadership, competitiveness, objectivity, rationality, and emotional control—qualities deemed necessary for the management role. Counter productivity of some companies has been perpetuated through their practices, policies, and assumptions about women. History demonstrates that changes in behavior can bring about change in attitudes, particularly where discrimination of any type is concerned. An improved climate for increased productivity of women is now being looked at. Positive statements can set the tone for constructive steps to move women up. (Specific practices and programs are listed that are designed to bring about changes toward the goal of full utilization of competent persons.) (WL)

ED 128 608 CE 007 898

Constructing an Employee Benefit Package for Part-Time Workers. A Rationale for Arriving at an Equitable Benefit Package at No Extra Cost to the Employer. A Catalyst Position Paper.

Catalyst, New York, N.Y.

Pub Date 75

Note—13p.

Available from—Catalyst, 14 E. 60th Street, New York, N.Y. 10022 (\$1.25)

Document Not Available from EDRS.

Descriptors—Costs, *Fringe Benefits, Guide Lines, *Part Time Jobs, Personnel Policy, Policy Formation

Guidelines are presented for constructing an employee benefit package for part-time workers in which benefits are calculated on a pro-rated (and sometimes selective) basis, such that part-time employees receive a fair proportion of the total benefit package, based on the number of hours they actually work. Pro-rating is recommended as feasible for computing all compensatory and most supplementary benefits, and, where it is not possible, an optional approach of flexible compensation is suggested in which each employee may "spend" a certain percentage of salary on benefits of his or her choice. Specific statutory, compensatory, and supplementary benefits are discussed in relationship to development of the total benefits package. (JT)

ED 128 609 CE 007 899

Flexible Work Schedules. A Catalyst Position Paper.

Catalyst, New York, N.Y.

Pub Date 73

Note—16p.

Available from—Catalyst, 14 E. 60th Street, New York, N.Y. 10022 (\$1.25)

Document Not Available from EDRS.

Descriptors—College Graduates, Employment Opportunities, Females, *Flexible Scheduling, *Job Development, Job Enrichment, *Part Time Jobs, Personnel Policy, Trend Analysis, *Working Hours, *Working Women

Seven basic forms of part-time employment that are particularly well-adapted to the needs and abilities of college-educated women who wish to take on less than a full-time career responsibility, have been identified and found capable of yielding greater productivity, reduced absenteeism, and lower turnover and training costs: (1) Job Pairing, in which two women divide one full-time job with equal responsibility for the total job, (2) Job Sharing, in which two divide one job between them, thus providing full-time coverage,

but each is responsible for only half of the work, (3) Splitlevel, in which a position is divided into two distinct levels of training or ability, and the employer hires two part-time employees at different pay and skill levels to provide full-time coverage, (4) Part-Time, in which one or more individuals work less than a full-time 5-day week to perform a function that would otherwise be performed by one or more full-time individuals, (6) Consultant or Specialist, in which because a particular type of expertise is not needed on a full-time basis, a part time professional may become a permanent part of an employer's labor force on a regular but less than full-time schedule, and (7) Short Term, in which a full-time or part-time employee is hired to work on a special project for a limited time only. Flexible full-time patterns which businesses have experimented with include the 4-day week, the 3-day week, and flex-time or gliding work schedules. (JT)

ED 128 610 CE 007 900

Flex-Time, A Catalyst Occasional Paper.

Catalyst, New York, N. Y.

Pub Date 74

Note—25p.; Catalyst, 14 E. 60th Street, New York, N. Y. 10022 (\$2.00)

Document Not Available from EDRS.

Descriptors—Business, Efficiency, Employee Attitudes, Employee Responsibility, Employees, Employer Attitudes, Employment, *Flexible Scheduling, Historical Reviews, Overtime, *Personnel Policy, Work Environment, *Working Hours

Identifiers—Flextime Scheduling Technique

Contains history, case studies, and discussion of the use and benefits of flex-time employment, a pattern of working hours in which individual employees begin and end their work day at times of their choice, within certain limits, as long as they work a prescribed number of hours. The paper addresses the following topics: (1) What is flex-time, (2) variations on the flex-time theme, (3) where flex-time began—and why, (4) flex-time system spreads, (5) flex-time crosses the ocean, (6) capsule comments from flex-time users, (7) flex-time and overtime, (8) flex-time and exempt status employees, (9) flex-time and individual efficiency, (10) flexibility of flexible work schedules, (11) variety of flex-time at Control Data Corporation, (12) flex-time problems—that needn't be, (13) benefits of flex-time for employees, (14) benefits for management, (15) flex-time and the energy crisis, (16) disadvantages of flex-time for employees, (17) disadvantages for management, (18) flex-time and you, (19) case histories of flex-time at Samsonite Corporation and Scott Paper Company, and (20) prognosis for flex-time. (WL)

ED 128 611 CE 007 901

Human Resources Talent Pool for Career Education. Forms and Procedures.

Career Education Service Center, Arlington Heights, Ill.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Consultants, Consultation Programs, Demonstration Programs, *Human Resources, Inservice Education, Inservice Programs, *Program Administration, Program Development, *Resource Guides, Resource Materials, State Programs, Workshops

Identifiers—Illinois, Staff Development

As a conveyance for local in-service efforts, the Talent Pool endeavors to identify effective practitioners in the field who can share their methods and materials with less experienced practitioners through demonstration and discussion. Developed by the Career Education Service Center (CESC), this document is a compilation of sample forms and strategies used by CESC in establishing and maintaining the Talent Pool and is offered as a guide to any individual or agency wishing to establish a similar activity. (TA)

ED 128 612 CE 007 902

Model for a One-Day Career Education Conference.

Career Education Service Center, Arlington Heights, Ill.

Pub Date [76]

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Conferences,

*Models, *Program Planning, Resource Guides
Forms and activities used in planning, developing, and conducting a career education conference are offered in this guide for any individual or agency planning to conduct a similar activity. The basic format was to provide twenty small group sessions in which successful practitioners demonstrated methods and/or materials with a keynote speaker of national prominence in the study of career education concept and implementation. Activities, dates of completion, and sample forms are included for the areas of early planning, hotel arrangements, presentations, exhibitors, program format, publicity, registration, conference proceedings, evaluation, and follow-up. (TA)

ED 128 613 CE 007 904

Groves, Robert H. McCormick, Robert W.
Factors Influencing Family Migration from Appalachia. Summary of Research Series.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Demography, Economic Research,

*Family Mobility, *Farmers, Individual Characteristics, Migration, Migration Patterns, Mobility, Motivation, Relocation, Rural Family, *Rural to Urban Migration, Social Values, *Socioeconomic Influences, *Urban Areas
Identifiers—Appalachia, *Ohio

This study was designed to compare farm brothers who stayed in the rural areas of Ohio with urban brothers who migrated to large metropolitan areas of Ohio. The objectives were (1) to identify and compare selected characteristics of farm owners or operators who stayed on a farm in the Appalachian region of Ohio with selected characteristics of their brothers who moved to a metropolitan area (age, age of family members, family size, education, occupation and employment, sibling order, residence and mobility, involvement in social institutions, marital status, satisfaction with life, income, social class, aspirations for employment and business opportunities, and future residence plans), (2) to determine the extent of inter-generational and intra-generational interaction for both groups, (3) to compare rural and urban brothers with respect to attitudes toward selected American societal values, and (4) to identify factors that weighed heavily on the decision to stay in the Appalachian region of Ohio or migrate to a metropolitan area. Farmers in the 28 counties in the Southern and Eastern Appalachian region of Ohio served as the basic population. The counties were stratified into three groups based upon total population, and three counties were randomly selected from the high, three from the medium, and two from low population groups. After further random sampling 44 rural farmers were interviewed as were their 44 urban brothers. Findings, conclusions, recommendations, and references are included. (WL)

ED 128 614 CE 007 906

Johnson, Olin Chester

Exploratory Education: A Career Model.

Note—11p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Alternative Schools, *Career Education, *Career Exploration, Educational Alternatives, Educationally Disadvantaged, Educational Objectives, *Experimental Schools, Federal Programs, *Potential Dropouts, *Program Descriptions, Public Schools, School Community Programs, School Industry Relationship, Secondary Education, Student Adjustment, Student Problems, Underachievers, Urban Education, Vocational Development

Identifiers—Pennsylvania (Philadelphia), UCEC, Urban Career Education Center

The Urban Career Education Center (UCEC) is an alternative experimental high school for students classified as potential dropouts. It began operating in 1972 founded on the premise that the real goal of a worthwhile education should be the preparation of students for a productive and satisfying life in their chosen careers. The UCEC model includes close interaction with and utilization of educational, industrial, business, and other community resources to insure that students gain

the proper tools for acquiring marketable career skills. The program is divided into three phases. The major thrust of Phase 1 is orienting students to UCEC, diagnosing student strengths and potential problems in academic and personal areas, and exposing students to a variety of career information. Phase 2 includes basic classroom instructional activities and career exploratory ("hands-on") field experiences. Phase 3 deals primarily with advanced or specialized experiences for students in their career interests. From an analysis of student records it was concluded that while most of these students were low achievers at their former schools, they showed a high level of academic and personal growth at UCEC. (TA)

ED 128 615 CE 007 911

Kreitlow, Burton W.

Comparative Study on the Process of Community Change: Wisconsin, England, Taiwan.

Pub Date 76

Note—32p.; Paper presented at the Adult Education Research Conference (Toronto, Canada, April 8, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Behavioral Science Research, *Change Agents, Community Influence, Community Leaders, Comparative Analysis, *Comparative Education, *Cross Cultural Studies, *Educational Change, Educational Improvement, Educational Responsibility, Models, *Research Design, Teacher Influence
Identifiers—England, Taiwan, Wisconsin

The research design (called a Model for Educational Improvement), which was employed to compare the process of community educational change in Wisconsin, England, and Taiwan, is described. It was designed to demonstrate the means by which the following can be compared across cultures: Comparative influence on educational matters that are assigned by community leaders and parents to selected individuals or groups, and comparative extent of responsibility for educational improvement so assigned. The design presents a novel system for realistic field interviewing in a country where there is a language barrier for the researcher. Included in the design are descriptions of how preliminary plans are made for gaining school cooperation, methods of selecting samples of parents, and determination of the sample of community leaders. Results of the study, which proved the model's viability across cultures, are presented in summary form (tables and narrative). The summary includes information which demonstrates the greater influence in England and Taiwan of district administrators, principals or headmasters, teachers, and of both state (province) and federal officials as perceived by parents and community leaders. It also includes evidence from parents that in Wisconsin the influence of the school boards and parents is greater than in England and Taiwan. (Author/WL)

ED 128 616 CE 007 913

Beatty, Paulette T.

A Process Model for the Development of an Information Base for Community Needs Assessment: A Guide for Practitioners.

Pub Date 76

Note—57p.; Paper presented at the Annual Meeting of the Adult Education Research Conference (17th, Toronto, Canada, April 7-9, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Adult Education Programs, Community Development, Community Surveys, Data Collection, Educational Needs, Information Needs, Information Seeking, Information Sources, *Models, *Needs Assessment, *Program Development, *Research Design, *Research Proposals

This paper is a research proposal for the development of a process model which addresses several of the fundamental questions involved in the community needs assessment process used as a prelude to program development by the community adult education program planner. The questions of what information should be gathered, where this information is stored, and how it can be retrieved from the community are considered. The model focuses on the assessment of human needs and consists of three basic components: (1) a framework component, which develops a classification schema for human

needs, (2) an indicator component, which determines what information should be collected within the constraints of the classification schema, and (3) an information collection component, which elaborates sources of and retrieval strategies for those indicators selected. Three basic concepts—need, community, and model—which are central to the entire research intent are discussed in detail. An 8-step research procedure, utilizing an extensive and critical review of the literature, which will be used to develop the model is presented. A proposed dissertation outline and a 2-page reference list are included. (WL)

ED 128 617 95 CE 007 928

Esheby, Don, Comp.

Health Occupations Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, Elementary Secondary Education, *Health Occupations Education, *Indexes (Locators), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

The compilation presents 160 resumes of instructional materials for health occupations education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 062 575.) Covering a broad range of fields and occupations and arranged in ascending order according to an accession (VT) number, the resumes include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Author and subject indexes and a VT-ED number cross reference index are provided. (The full texts of documents are available from the original sources or from the ERIC Document Reproduction Service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section.) (Author/RG)

ED 128 618 95 CE 007 929

Blue, James, Comp.

Distributive Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—271p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, *Distributive Education, Elementary Secondary Education, *Indexes (Locators), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

The compilation presents 376 resumes of instructional materials for distributive education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 062 567.) Covering a broad range of fields and occupations and arranged in ascending order according to an accession (VT) number, the resumes include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. The resumes are indexed by author and subject

and a VT-ED number cross reference index is provided. The full texts of documents are available from the original sources or from the ERIC Document Reproduction Service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section. (Author/RG)

ED 128 619 95 CE 007 930

Keyes, Erna D., Comp.

Home Economics Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—528p.

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, Elementary Secondary Education, *Home Economics Education, *Indexes (Locators), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

Over 700 resumes of instructional materials for home economics education, which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975, are included in this compilation. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 063 487.) The resumes cover a broad range of fields and occupations arranged in ascending order according to an accession (VT) number. Each includes the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. The resumes are indexed by author and subject and a VT-ED number cross reference index is provided. The full texts of documents are available from the original sources or from the ERIC document reproduction service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section. (Author/RG)

ED 128 620 95 CE 007 940

Kapes, Jerome T.

Trade and Industrial Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—445p.; The first collection of resumes from 1967 through 1971 is available in microfiche (ED 062 572)

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Abstracts, Adult Education, Career Education, Elementary Secondary Education, *Indexes (Locators), Instructional Materials, Post Secondary Education, *Resource Guides, *Trade and Industrial Education, Vocational Education

Over 600 resumes of instructional materials for trade and industrial education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975 are presented in this compilation. The resumes cover a broad range of fields and occupations and include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Author, subject, and VT-ED (ERIC document) number cross reference indexes are provided. (RG)

ED 128 621 08 CE 007 941

Mason, Emmett E., Comp.

Industrial Arts Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-75.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—238p.; The first collection of resumes from 1967 through 1971 is available in microfiche (ED 062 577)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Abstracts, Adult Education, Career Education, Elementary Secondary Education, *Indexes (Locators), *Industrial Arts, Instructional Materials, Post Secondary Education, *Resource Guides, Vocational Education

This compilation presents over 300 resumes of instructional materials for industrial arts education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. The resumes cover a broad range of fields and occupations and are arranged in ascending order according to an accession (VT) number. Each resume includes the author(s), title, institutional source, terms which characterize the contents of the document and a document abstract. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are included. (SH)

ED 128 622 CE 007 942

Brady, Robert C., And Others

Mechanical Drafting, Trade and Industrial Education Course of Study.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.; Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date 75

Note—219p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Curriculum, *Curriculum Guides, *Drafting, *Engineering Drawing, *Learning Activities, Secondary Education, *Skill Development, *Teaching Guides, Technical Education, Trade and Industrial Education, Vocational Education

This teaching and learning guide is designed for students who seek specialized training in mechanical drafting. Contents are organized as follows: (1) Introductory section giving the course philosophy, general course objectives, instructional plan, and bibliography. (2) course outline (which includes the 12 units of the graphic language; use and care of instruments; lettering; geometric construction; multiview projection; freehand sketching; reproduction and control of drawings; sectional views; auxiliary views; revolutions; and axonometric and oblique), and (3) written instructional aids consisting of job sheets, operation sheets, and sample information and assignment sheets. Over 100 suggested jobs are listed to provide experiences for the student in developing skill competencies. For each job, a corresponding job sheet tells the student what to do in performing the job. Information on the job sheet includes the material and tools needed, specific procedures or steps, related teaching/learning activities, and method of evaluation. Operation sheets supplement the job sheets and indicate how to perform the operations necessary to complete the assigned job. The information sheets and assignment sheets needed to supplement the job sheets are to be prepared by the instructor following the samples provided. (Author/RG)

ED 128 623 CE 007 943

Beaumont, George J., And Others

Radio/Television Repair, Trade and Industrial Education Course of Study.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.; Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date 75

Note—276p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Curriculum, *Curriculum Guides, *Learning Activities, *Radio Technology, *Repair, Secondary Education, Skill Development, *Teaching Guides, Technical Education, *Television, Trade and Industrial Education, Vocational Education

This guide, intended to be used in teaching and learning, should enable students to master basic skills, acquire knowledge, and develop favorable attitudes in the areas emphasized. Contents of the

guide are organized as follows: (1) Introductory section giving the course philosophy, general course objectives, instructional plan, and bibliography, (2) course outline (which includes the unit of fundamental AC and DC electronic theory; solid state and tube circuitry and theory; AM, FM, and audio systems analysis and troubleshooting; television and video system analysis and troubleshooting; systems maintenance, repair, and performance analysis; and customer relations and business management), and (3) written instructional aids consisting of job sheets, operation sheets, and sample information and assignment sheets. Over 70 suggested jobs are listed to provide experiences for the student in developing skill competencies. For each job, a corresponding job sheet tells the student what to do in performing the job. Information on the job sheet includes the material and equipment needed, safety precautions, specific procedures or steps, related teaching/learning activities, and methods of evaluation. Operation sheets supplement the job sheets and indicate how to perform the operations necessary to complete the assigned job. The supplementary information sheets and assignment sheets are to be prepared by the instructor following the samples provided. (Author/RG)

ED 128 624 CE 007 944

Emerly, Robert J. And Others

Machine Shop Practice. Trade and Industrial Education Course of Study.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Vocational Education; Pennsylvania State Univ., University Park, Dept. of Vocational Education.

Pub Date 73

Note—289p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Curriculum Guides, *Learning Activities, *Machine Tools, *Mechanics (Process), Secondary Education, *Shop Curriculum, *Teaching Guides, Technical Education, Trade and Industrial Education, Vocational Education

Designed for secondary school students who are interested in becoming machinists, this beginning course guide in machine shop practice is organized into the following sections: (1) Introduction, (2) instructional plan, (3) educational philosophy, (4) specific course objectives, (5) course outline, (6) job sheets, and (7) operation sheets. The course outline calls for 470 hours of applicatory jobs to be completed by students; 35 hours of skill development lessons and 35 hours of information lessons are to be presented by the instructor. For each of the 73 applicatory jobs, a job sheet is included that tells the student what to do in performing the job. The job sheet contains a photograph and scale drawing of the tool, equipment list, list of tools needed, safety precautions, and procedures. Operation sheets supplement the job sheets and tell the student how to perform the operations necessary to complete the assigned jobs. Keyed to the skill development lessons, each operation sheet lists the tools and equipment, and procedure for a specific operation, along with an introductory explanation. The eight units covered are: Lathe operation, power saw operation, bench work, milling machine operation, shaper operation, drilling machine operation, surface grinder operation, and heat treatment. Suggested information lesson titles are listed, but information sheets and assignment sheets are to be prepared by the instructor. (Author/RG)

ED 128 625 CE 007 945

Automotive Mechanic: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.

Minnesota State Dept. of Education, St. Paul, Div. of Vocational and Technical Education.

Report No.—VT-103-022

Pub Date 76

Note—44p.; For related documents, see CE 007 946-948

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education, *Vocational Education Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of automotive mechanic. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for automotive mechanic, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in the state. (Author/RG)

ED 128 626 CE 007 946

Service Center Mechanic: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.

Minnesota State Dept. of Education, St. Paul, Div. of Vocational and Technical Education.

Report No.—VT-103-023

Pub Date 76

Note—41p.; For related documents see CE 007 945-948

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, Job Analysis, *Job Skills, Performance Based Education, Post Secondary Education, Secondary Education, *Task Performance, Technical Education, *Vocational Education Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of service center mechanic. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Selected from the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning System, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The 6-page competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for service center mechanic, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in Minnesota. (Author/RG)

ED 128 627 CE 007 947

Lubrication Specialist: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.

Minnesota State Dept. of Education, St. Paul, Div. of Vocational and Technical Education.

Report No.—VT-103-024

Pub Date 76

Note—32p.; For related documents see CE 007 945-948

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, *Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education, *Vocational Education Identifiers—Lubrication, Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of lubrication specialist. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. From the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for each competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for lubrication specialist, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in the state. (Author/RG)

ED 128 628 CE 007 948

Exploratory Program for Auto Mechanics: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.

Minnesota State Dept. of Education, St. Paul, Div. of Vocational and Technical Education.

Report No.—VT-103-025

Pub Date 76

Note—39p.; For related documents, see CE 007 945-947

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, *Career Exploration, Curriculum, Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for an exploratory program in auto mechanics. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Identical to the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. It is recommended that some tasks within each of the 12 areas of competence be selected for developing an exploratory program in auto mechanics. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are a list of references and blank pages for notes. (Author/RG)

ED 128 629 CE 007 950

McClelland, Sharon Dunkleman, Eleanor
Manual for Implementing a Nursing Assistant Program in the Community College.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service; Health Services Education Council, San Jose, Calif.

Report No.—VT-103-027
 Contract—5-G03-RM-00019-04
 Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—Community Colleges, Course Organization, *Curriculum Development, *Guidelines, *Health Occupations Education, *Manuals, *Nurses Aides, Pilot Projects, Post Secondary Education, *Program Descriptions
 Identifiers—California, De Anza College

This manual, an outgrowth of a pilot project (at De Anza College in California) which provided college education for nursing assistants to replace on-the-job training, presents: (1) a description of the pilot project (philosophy and purpose, history and background, value, problem areas, and recommendations), (2) process for implementing a nursing assistant program in a community college (administrative, instructor, and student responsibilities), (3) development of the curriculum of a nursing assistant program (goals and setting of the program, characteristics of students, content organization and implementation, and evaluation), and (4) a graphic summary of the nursing assistant program. Appendices include a course description and implementation guidelines for a specific nursing assistant course, a module time-table, pretests, instructional materials lists, a sample certificate of (program) completion, an evaluation questionnaire, statistics of the Nursing Assistant Course—Pilot Year, 1973-74, and a nursing assistant course syllabus. (SH)

ED 128 630 CE 007 991

Cherrington, Don
Metric Workshop for Teachers. Book 6. Teacher Training. Cherrington-Fearon-Massey Series of Six Metric Books.

Pub Date 74
 Note—43p.
 Available from—Willow House Publishers, 111 N. San Joaquin Street, Stockton, CA 95202 (\$2.50)

Document Not Available from EDRS.
 Descriptors—Elementary School Teachers, *In-service Teacher Education, *Learning Activities, *Measurement, *Metric System, Secondary School Teachers, *Teacher Workshops, Workshops

The workbook contains materials developed for a workshop on an introduction to metric measure for elementary and junior high school teachers. The workshop was designed to provide the participants with a variety of metric measuring experiences. The activities are organized under six major topics: Linear measurement, weight, area, volume, capacity measure, and temperature. Presented for each topic are the specific objective, material required, and list of activities to be completed. The section on linear measurement is the largest, involving 39 activities to be completed in a one and 1/2-hour session. Also included in the document are the workshop agenda, instructions for a group discussion on teaching the metric system, and a planning and evaluation form for a metric project to be completed at the participant's school. An 8-page instructor's guide accompanies the booklet. The guide provides information on how to conduct the workshop and includes a description of the materials required for the activities, an explanation of basic metric terminology, and a quiz to be administered to workshop participants. Included also is ordering information for the first five books in the series, one for teaching metrics in each of four grade levels (K-3, 4-6, 7-10, and 11-14) and one for teaching metrics for home use. (RG)

ED 128 631 95 CE 007 992

Teacher Aides in Comprehensive Career Education. The In-service Coordinator's Manual.
 Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date 74

Note—40p.; For related documents see CE 007 992-995

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Available in "Teacher Aides in Comprehensive Career Education Set" which includes four documents without slide/tapes, Order Number S07, \$29.00; four documents and nine accompanying slide/tape presentations, Order Number S07, \$65.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Programs, *Career Education, Differentiated Staffs, Elementary Secondary Education, Inservice Programs, *Instructional Programs, *Instructor Coordinators, *Learning Activities, Manuals, Staff Role, *Teacher Aides, Teacher Role, Team Training
 Identifiers—Staff Development

This manual was developed for the instructor coordinator of an inservice program designed to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to comprehensive career education. One of a 4-volume series, (the other three containing the separate programs for teacher aides, teachers, and administrators), this module consists of six group activities which present topics relevant to teacher aides at an awareness level. The activities are entitled: Traditional Teacher Aide Tasks, A New View of Traditional Teacher Aide Tasks, New Comprehensive Career Education Teacher Aide Tasks, Characteristics of a "Good" Teacher Aide; The Role of the Teacher Aide on the Teacher-Teacher Aide Team; and Effective Communication. The activities include purpose, procedures, followup activities, and required materials. Scripts for the accompanying slide/tape presentations are appended. (NJ)

ED 128 632 95 CE 007 993

Teacher Aides in Comprehensive Career Education. An In-service Training Program for the Administrator.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74
 Note—76p.; For related documents see CE 007 992-995

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (with two slide/tape presentations, Order Number S07111, \$9.00; available in "Teacher Aides in Comprehensive Career Education Set," four documents without slide/tapes, Order Number S07, \$29.00; four documents with nine accompanying slide/tape presentations, Order Number S07, \$65.00)

Document Not Available from EDRS.

Descriptors—*Administrator Education, Audiovisual Programs, *Career Education, Differentiated Staffs, Group Instruction, Individualized Instruction, Inservice Programs, Instructional Programs, *Learning Activities, School Personnel, Staff Role, Study Guides, *Teacher Aides, Team Training, Workshops
 Identifiers—Staff Development

Designed in workbook form, this study guide for administrators is part of a 4-volume series which can be used in an in-service program designed to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to comprehensive career education. (The other volumes are a coordinator's manual and the separate programs for teachers and for teacher aides.) The guide consists of learning activities that support information presented in accompanying slide/tape presentations about the potential role of teacher aides in career education programs. The major topics are: Are Teacher Aides Necessary?, Teacher Aide Tasks, and The Role of Teacher Aides. Each topic includes a stated purpose, a review of the related slide/tape presentation, and learning activities. (NJ)

ED 128 633 95 CE 007 994

Teacher Aides in Comprehensive Career Education. An In-service Training Program for the Teacher.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—116p.; For related documents see CE 007 992-995

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Available with three slide/tape presentations, Order Number S0711, \$13.00; available in "Teacher Aides in Comprehensive Career Education Set" which includes four documents without slide/tape presentations, Order Number S07, \$29.00; four documents with nine accompanying slide/tape presentations, Order Number S07, \$65.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Individualized Instruction, *Inservice Teacher Education, Instructional Programs, *Learning Activities, Study Guides, *Teacher Aides, *Workbooks

This study guide for teachers, designed in workbook form, is one of a 4-volume series to be used in an in-service program designed to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to career education. (The other three volumes are a coordinator's manual and the separate programs for teacher aides and for administrators.) The guide is designed to accompany slide/tape presentations and consists of three parts: Are Teacher Aides Necessary?, Teacher Aide Tasks, and The Role of Teacher Aides. Each part includes a stated purpose, a review of the related slide/tape presentation, and learning activities. (NJ)

ED 128 634 CE 007 995

Teacher Aides in Comprehensive Career Education. An In-service Training Program for the Teacher Aide.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74
 Note—238p.; For related documents, see CE 007 992-994

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (with four slide/tape presentations, Order Number S071, \$18.50; in "Teacher Aides in Comprehensive Career Education Set," four documents without slide/tape presentations, Order Number S07, \$29.00; four documents with nine accompanying slide/tape presentations, Order Number S07, \$65.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Communication Skills, Differentiated Staffs, Individualized Instruction, *Inservice Programs, Instructional Programs, *Learning Activities, Staff Role, Study Guides, *Teacher Aides, Teacher Role, Teaching Techniques, Team Training, Workshops

Identifiers—Staff Development

This study guide for teacher aides is one of a 4-volume series to be used in an in-service program designed to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to career education. (The other three volumes are a coordinator's manual and the separate programs for teachers and for administrators.) The guide is designed to accompany slide/tape presentations and consists of four modules: The Role of the Teacher Aide in Career Education, Role Identification and Team Building Skills, Communication Skills, and Instructional Techniques Relevant to Career Education. Module I is divided into the subtopics: Are Teacher Aides Necessary?, Teacher Aide Tasks, and The Role of Teacher Aides. Module II subtopics are: Your Role as a Team Member and How to Become a Better Team Member. Each subtopic in Modules I and II includes stated purpose, a review of related slide/tape presentation, and learning activities. Module III includes the above components plus some background information on developing communication skills. Module IV introduces some instructional techniques with examples of how they might be used in career education programs. An overview, related activities, and learning activities are included for the following techniques: study trips, resource persons, interviewing, group discussions, role playing, and audiovisual equipment. (NJ)

ED 128 635 CE 007 999

Key, James P., Ed.
Proceedings. Annual Southern Region Research Conference in Agricultural Education (24th).

Oklahoma State Univ., Stillwater.
Pub Date [75]

Note—121p.; Page 14 of the original document is copyrighted and therefore not available. It is not included in the pagination. Pages 48 and 50 through 58 contain tables that will not reproduce well due to small, blurred, and broken type.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Agricultural Education, College Graduates, College Students, *Conference Reports, Consortia, *Educational Research, Speeches, *Vocational Agriculture

Presentations at the conference are given in this report and are entitled: Research in Agricultural Education—Past and Future; Relationship Between First-Year Teachers' Morale and Behavior; A Summary of the National Study of Competencies Required in Commercial Small-Fruit Production; Implementation of Career Education as Perceived by Administrators; Variation Among Occupational Interest Profiles and Choice of College Exhibited by Students at Texas A & M University; The Role of the Vocational Counselor in Texas as Perceived by Vocational Directors, Vocational Counselors, Secondary School Principals and Secondary School Counselors; The Intellectual and Non-Intellectual Characteristics of Undeclared and Declared College Students; The Vocational-Technical Education Consortium of States (V-Tecs)—Progress and Plans; Occupational Choice, Tenure and Selected Aspects of the Employment Patterns of Murray State University Graduates Qualifying to Teach Vocational Agriculture; Linear Programming for Education; and Development and Utilization of Videotaped Teaching Skills Models in Vocational-Technical Teacher Education. Program agenda, a list of participants, business minutes, and articles of agreement are appended. (NJ)

ED 128 636 CE 008 002
A Special Project Designed to Offer Occupational Information to Adults in ABE Classes and to Research the Performances of Those Adults Who Took Advantage of Opportunities for Further Training. A Report.

Prior Public Schools, Okla.
Spons Agency—Oklahoma State Dept. of Education, Oklahoma City. Adult Education Section.
Pub Date Sep 74
Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Basic Education, *Career Awareness, *Followup Studies, Graduate Surveys, *Occupational Guidance, Occupational Information, Program Descriptions, Program Evaluation

Identifiers—Oklahoma

The geographic area served included five counties in northeastern Oklahoma. Needs and interests of students enrolled in adult basic education courses were assessed by questionnaire. Counselor interviews with interested students followed, which focused on job requirements and qualifications, preparations, and training. Guest lecturers—vocational-technical personnel, business leaders, and community action representatives—also participated. A follow-up evaluation instrument was sent to determine student progress in seeking further training or employment. (The follow-up procedure is detailed in the report, and the results of the survey are analyzed.) The results indicated that 59% had taken the first step in pursuing career development, the major goal of the report. Among the conclusions were the findings that most students had no concept of the occupational and training opportunities available. It was also found that students adopted a more realistic approach to seeking short term goals when knowledge of job qualifications was acquired. Both the initial needs assessment and evaluation questionnaire are included. (WL)

ED 128 637 08 CE 008 014
Wasdyke, Raymond G.

Career Education Instructional System Project.
Newark School District, Newark, Delaware.
Year 2. Third-Party Annual Evaluation Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—V0001VW
Pub Date [76]
Grant—OEG-0-74-0955
Note—142p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Demonstration Programs, Elementary Secondary Education, Evaluation Methods, Federal Programs, Information Dissemination, *Instructional Systems, *Program Evaluation, School Community Cooperation, Tables (Data)

Identifiers—Delaware

The 1975 evaluation report for the Career Education Instructional System's exemplary project at Newark School District, Delaware, describes the evaluator's activities in accomplishing four tasks. In the first task, each of the 155 curriculum units developed by the project was classified according to instructional goals by school, grade level, and title and related to the federal guidelines for evaluation of career education projects. The second task identified subobjectives appropriate to student groups. Preparation and implementation of the process, product, and side-effects evaluation activities of the evaluation plan are described in the third and fourth tasks, including document review, interviews with project management and teachers, and random group testing. In addition, evaluation of the three project goals—community involvement, curriculum development and implementation, and dissemination of project materials—is presented. Recommendations for project improvement included continued development of individual career guidance components, continued expansion of curriculum materials, and increased emphasis on evaluating product outcomes. Most of the document consists of appended tabular evaluation data. (MF)

ED 128 638 95 CE 008 028
The Tennessee Exemplary Project in Career Education. Interim Report. Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576.

Greenville County School District, Greenville, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—V361184
Pub Date Sep 75
Grant—OEG-0-73-5274

Note—170p.; Page 37, Appendix A (classroom career activity form), Appendix C (1974-1975 Career Education Resume, 10 pages), and Appendix F (pages 2 and 3) will not reproduce well due to small, faint, and broken type.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Awareness, *Career Education, City Wide Programs, Community Involvement, *Comprehensive Programs, County Programs, *Demonstration Projects, Developmental Programs, Educational Objectives, Elementary Secondary Education, Formative Evaluation, Occupational Tests, Program Descriptions, Program Development, *Program Evaluation, Student Testing, Teacher Attitudes, Vocational Development

Identifiers—Tennessee (Greenville County)

The report documents the activities of the second year of a K-14 career education project in Greenville (Tennessee) city and county schools. The primary goal was to build upon the activities of the first year through the use of workshops and inservice programs to assist in the development of specific activities for the students. Project activities included preparing and placing experience carts (which contain career education tools and equipment) in elementary schools, compiling and distributing a community resource guide, and establishing and continuing a community learning center program for high school juniors and seniors which provides observation experiences in the community to aid in career decision-making. Also, the project contributed to greater interest in career education at the state level. Included in the document is a 67-page third-party evaluation report (by a team from the Bureau of Educational Research and Services, University of Tennessee). Nine different tests were administered as part of the evaluation design, and test findings comprise the major portion of the evaluation report. Success of the project was attributed to positive attitudes of teachers and school personnel and community support. Appendixes (70 pages) include test results, materials on the community learning center program, and results of a teacher survey. (RG)

ED 128 639 CE 008 041

Copa, George. And Others

Status of Former High School Students: Procedure for Local Assessment. Summary Report for a Statewide Sample Class of 1974.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Feb 76

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Research, Employment, *Followup Studies, *Graduate Surveys, Grouping Procedures, *High School Graduates, Senior High Schools, State Surveys, *Student School Relationship, Vocational Followup

Identifiers—Minnesota

During 1975, seventy-seven secondary schools participated in this project to assess the post-high school educational and employment status of about one-third of the high school class of 1974 in Minnesota. The assessment procedure was developed and tested by the Minnesota Research Coordinating Unit for Vocational Education (RCU) in order to identify the relationships between high school programs and students' post high school activities. Initiated, directed, and largely conducted by the secondary schools, 17,642 former students from the Class of 1974 were followed-up. The overall rate of response by former students to the assessment was 82%, with 60% of the former students employed and 51% enrolled in postsecondary education. This document also includes a set of summary tables (for all secondary schools participating in the project during 1975) describing the educational and employment activities of former students and a discussion of project results and recommendations for future assessment efforts. (SH)

ED 128 640 CE 008 047

Brendler, William, Comp. And Others

Proceedings of the SHOP Travelers' Seminar (Ohio State University, October 16-17, 1975).

Ohio State Univ., Columbus. Academic Faculty for Vocational-Technical Education.

Report No.—VT-103-124

Pub Date [75]

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Developing Nations, Educational Needs, Educational Programs, Foreign Countries, *International Programs, *Manpower Development, *Recruitment, Seminars, Skill Development, *Vocational Education, *Volunteers

Identifiers—*Peace Corps, SHOP, *Skilled Hands Overseas Program, United States

SHOP (Skilled Hands Overseas Program) is described as an informal arrangement between the Peace Corps and technical colleges, universities, companies, and unions around the United States to send representatives from these organizations on field trips to countries where Peace Corps volunteers are serving as teachers in vocational-technical, industrial arts, and skilled craftsmen training programs. The purpose of the first SHOP seminar was to compile various observations from SHOP travelers that might help increase the effectiveness of recruiting Peace Corps volunteers for teaching positions in developing countries. Presentations deal with the topics of the role of SHOP travelers in Peace Corps recruitment and SHOP and/or Peace Corps arrangements in the countries of Jamaica, Malaysia/Micronesia, Kenya, Iran/Morocco, Tunisia, and Ecuador. Eighteen recommendations are offered for improving the SHOP program and recruiting procedures for the Peace Corps. Appended are the list of seminar participants and daily agenda. (RG)

ED 128 641 CE 008 049

Curriculum Research and Design for a Vocational Special Services Education Staff Development Program in New Hampshire. Final Report.

Keene State Coll., N.H.
Spons Agency—New Hampshire State Dept. of Education, Concord.

Pub Date Aug 75

Note—168p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Content, *Curriculum Design, *Curriculum Research, Disadvantaged Youth, *Exceptional Students, Handicapped Students, School Surveys, Secondary Education, State Surveys, Teacher Education, *Teacher Education Curriculum, *Vocational Education Teachers

Identifiers—*New Hampshire

This project identified the competencies required by the vocational education teacher/administrator to adequately provide occupational preparation to handicapped and disadvantaged students referred to collectively as "the non-successful student" within the mainstream of a vocational education program. Research methodology involved a literature review and a questionnaire survey of special education and vocational education teachers, administrators, and support personnel in New Hampshire. Of the 172 survey respondents, 76% indicated that they were not adequately prepared to teach the non-successful student. In addition, there were no specific programs in the state to develop the desired competencies. Utilizing the research findings, a course outline was developed to provide an overview of the special problems encountered in teaching the non-successful student. Recommendations are offered for course implementation and curriculum expansion. Appended are the literature sources cited, survey instrument, checklist of teacher competencies, participating schools, and bibliography. (RG)

ED 128 642 CE 008 050

Wilber, George L. And Others

Minorities in the Labor Market. Volume I: Spanish Americans and Indians in the Labor Market.

Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 75

Contract—DL-21-21-74-08

Note—254p.; For related documents see CE 008 051-052

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*American Indians, Caucasians, Comparative Analysis, Economic Research, Employment, *Employment Experience, Employment Level, Employment Opportunities, *Employment Patterns, Employment Practices, Ethnic Groups, Females, *Labor Market, Males, Minority Groups, National Surveys, Occupational Mobility, Racial Discrimination, Sex Discrimination, *Social Discrimination, Socioeconomic Status, *Spanish Americans, Tables (Data), Wages

Identifiers—United States

The purpose of this report is to describe and evaluate participation and status achievements of Spanish origin persons and American Indians in the labor market relative to the participation of whites. An ultimate aim is to identify factors contributing to intergroup differences and to determine whether differences reflect discrimination. Inequalities and discrimination are examined in terms of labor force participation, occupational achievement, occupational mobility, and earnings. Data are presented in narrative and tabular form. Four major conclusions resulted from the analysis: (1) Color-ethnic-sex inequalities in employment, occupational achievement, job mobility, and earnings permeate the U.S. labor market; (2) when persons of Mexican, Puerto Rican, and Cuban origin, American Indians, and blacks are compared with whites of comparable levels of education and training, these inequalities diminish but do not disappear; (3) white women as well as minority women are subject to discrimination based on sex far more severe than color-ethnic discrimination; and (4) inequalities among women in the job market are comparatively small and the status of these minority women is not consistently lower than that of white women. Appendixes include a description of three measures used in the study, public use samples, a 6-page list of occupation scores and frequencies, and ideas for further research. (Author/NJ)

ED 128 643 CE 008 051

Wilber, George L. And Others

Minorities in the Labor Market. Volume II: Orientals in the American Labor Market.

Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 75

Contract—DL-21-21-74-08

Note—207p.; For related documents see CE 008 050-052

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Asian Americans, Caucasians, Comparative Analysis, Economic Research, *Employment Experience, Employment Level, *Employment Opportunities, *Employment Patterns, Employment Practices, Ethnic Groups, *Labor Market, *Minority Groups, Minority Role, National Surveys, Occupational Mobility, Racial Discrimination, Social Discrimination, Socioeconomic Status, Tables (Data), Wages

Identifiers—United States

The major task of this report is to describe and evaluate the participation and status achievements of Orientals in the labor market, with particular attention to factors affecting such participation and whether differences in participation as compared to that of whites reflect discrimination. Inequalities and discrimination are examined in terms of labor force participation, occupational achievement, occupational mobility, and earnings. A brief resume of Oriental immigration is followed by descriptions of settlement patterns and socioeconomic characteristics. Differences in participation between whites and Orientals are examined and the relationship of participation to sociodemographic determinants are investigated. Levels of occupational status reached by Oriental workers in the U.S. are described and documented and the dynamics of the occupational structure, conditions influencing mobility, and the consequences of these for achievement are examined. Earnings from wages and salaries in 1969 serve as a measure in the differential analysis of income. A final chapter presents a brief profile of the status achievements of Orientals and a discussion of the implications of contemporary oriental achievement. Appendixes include descriptions of three measures used, occupation scores and frequencies, a description of the sample, and ideas for further research. (Author/NJ)

ED 128 644 CE 008 052

Wilber, George L. Hagan, Robert J.

Minorities in the Labor Market. Volume III: Metropolitan and Regional Inequalities Among Minorities in the Labor Market.

Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 75

Contract—DL-21-21-74-08

Note—151p.; For related documents see CE 008 050-051

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—American Indians, Chinese Americans, Comparative Analysis, Cubans, Economic Research, Employment Level, *Employment Patterns, Employment Practices, *Ethnic Groups, Filipino Americans, *Geographic Regions, Japanese Americans, *Labor Market, *Metropolitan Areas, Mexicans, Minority Groups, Mobility, National Surveys, Negroes, Puerto Ricans, *Racial Discrimination, Social Discrimination, Socioeconomic Status, Tables (Data), Wages

Identifiers—United States

Data are presented on the employment inequalities among color-ethnic minorities in major regions and metropolitan areas in the U.S. Achievements of minorities are summarized in brief profiles of each of eight ethnic minorities. Emphasis is placed on their labor force participation, employment, occupational achievement, mobility, weeks worked, and earnings. The summary profiles are designed to facilitate a grasp of essential patterns of similarities and differences within a minority among regions and metropolitan areas. Brief summary tables concentrate on those regions and metropolitan areas in which relatively large numbers of each minority are concentrated. Much greater detail is combined in the tables which follow. Comparisons of ethnic minorities indicate that (1) levels of employment, occupational achievement, and earnings differ by location, but that the overall rankings of minorities

are not modified within areas, (2) levels of participation and achievement tend to be highest in areas where a minority is most numerous, and (3) achievements of minorities in the labor market are more dependent on their minority characteristics and educational attainment than on location. Appendix A presents statistical descriptions of the sample populations, identifies the regions and metropolitan areas, and defines the major variables and measures in the report. (Author/NJ)

ED 128 645 CE 008 060

Annual Rural Manpower Report, 1975. State of Maine.

Maine State Dept. of Manpower Affairs, Augusta. Report No—VT-103-137

Pub Date [76]

Note—50p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Community Services, *Economic Development, Economic Status, *Employment Trends, *Manpower Development, *Rural Areas, *Rural Economics, Statistical Data

Identifiers—*Maine

The Annual Rural Manpower Report is a summary of events and programs affecting rural communities during 1975. Intended as a general overview of activities in rural Maine, it is not an in-depth study of all manpower programs serving the state. Part I provides the annual summary and discusses planning, economic development, employment and unemployment trends, services to rural people, rural manpower service participation in community development activities, and public relations activities. Part II presents statistical data for the status of industries, population and migration, employment, production, and services to rural groups. (Author/KJ)

ED 128 646 CE 008 064

Craig, David G.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1975. VT Research Series.

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.

Report No—VT-103-141

Pub Date Mar 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agricultural Education, College Graduates, *Educational Trends, *National Surveys, Tables (Data), *Teacher Employment, *Teacher Supply and Demand, *Vocational Agriculture Teachers

This eleventh annual survey describes the nature and degree of the shortage of vocational agriculture teachers in 1975 and identifies changes and trends since 1965. The purpose of the survey is to provide data to be used in statewide and nationwide recruitment efforts to secure prospective vocational agriculture teachers. Information was obtained from questionnaires mailed to teacher educators and state supervisors. Results are presented in tabular form. Major findings are summarized, and recommendations offered relating to recruitment, teacher certification, and employment. Appendixes include the two questionnaires used in the survey. (Author/RG)

ED 128 647 CE 008 065

Cronin, F. Patrick And Others

Improvement of Occupational Education in the Federal Bureau of Prisons. Phase I. An Assessment of the Comparative Effectiveness of Occupational Education Delivery Systems in Six Institutions of the Federal Bureau of Prisons.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Department of Justice, Washington, D.C. Federal Prison Industries, Inc.

Report No—VT-103-142

Pub Date Mar 76

Note—200p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Organization, Community Resources, Comparative Analysis, Contracts, Cooperative Programs, Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, Cost Effectiveness, *Delivery Systems, Effective Teaching, Pro-

gram Administration, Program Effectiveness, Program Evaluation, Student Attitudes, Student Reaction, Teacher Qualifications, Vocational Education, *Vocational Rehabilitation

At the request of the Federal Bureau of Prisons (FBP), the Center for Vocational Education assessed the comparative effectiveness of approaches for delivering occupational education, particularly the use of civil service employees who provide occupational education programs within FBP institutions as opposed to use of community resources through contractual arrangements with schools or other institutions or individuals. Structured personnel interviews focusing on cost effectiveness, student satisfaction, teacher performance, scope and variety of programming, and program flexibility were conducted with institutional administration and occupational education staff and students at six institutions. Major findings indicate that: (1) Contracted programs were not necessarily more cost effective than civil service programs; (2) programs established under contractual agreement were more adaptive to changes in the labor market and student interest than civil service programs; (3) student satisfaction did not appear to be dependent upon type of delivery system; (4) instructional preparation was satisfactory across all delivery systems; and (5) current FBP programming is limited in scope and variety. Recommendations include these: that the FBP utilize community-based resource systems, that civil service on-the-job training be replaced with cooperative education programs, and that study release time be pursued at every opportunity. Appendixes (80 pages) include the research approach, staff development needs, and survey instruments. (Author/KJ)

ED 128 648 CE 008 066

Jackson, Carl R.
Model Machine Shop for Drafting Instruction.
White Mountains Supervisory District 35,
Littleton, N.H.

Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

Pub Date Aug 74

Note—43p.

Available from—Carl Jackson, White Mountains Regional High School, Whitefield, New Hampshire 03598

Document Not Available from EDRS.

Descriptors—*Drafting, Individualized Instruction, Instructional Innovation, Integrated Curriculum, *Interdisciplinary Approach, *Program Descriptions, *School Shops, Secondary Education, *Trade and Industrial Education
Identifiers—New Hampshire (Whitefield), *White Mountains Regional High School

The development and implementation of a two-year interdisciplinary course integrating a machine shop and drafting curriculum are described in the report. The purpose of the course is to provide a learning process in industrial drafting featuring identifiable orientation in skills that will enable the student to develop competencies that are directly related to the world of trade and industrial work. Components utilized in the instructional approach are behavioral objectives, individualized instruction, and interdepartmental activities where there is an exchange of vocational and academic students working together on projects. Short case histories of positive behavioral changes in five students during the course are given along with brief recommendations for the establishment of similar programs. Appended are the behavioral objectives for the following course units: History of drafting, care and use of equipment, orthographics, geometric construction, sectionals, and auxiliaries and revolutions. Also included are a list of related occupations, two plans for equipment purchase, and a student performance rating sheet. (RG)

ED 128 649 CE 008 077

Vicino, F. L. DeGracie, J. S.
Comprehensive Needs Assessment: Gila River Career Center.

Gila River Career Center, Sacaton, Ariz.
Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix; Pinal County Community Coll. District, Florence, Ariz.

Pub Date Apr 76

Grant—76-RMG-1302

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Indians, Community Surveys, Curriculum Evaluation, *Educational Needs, *Needs Assessment, Program Evaluation, *School Surveys, *Student Needs, Vocational Education, *Vocational Training Centers
Identifiers—Arizona, Gila River Career Center

An indepth needs assessment was conducted to identify and prioritize institutional goals specified in terms of the vocational needs of the clientele that the training center is committed to serve. Following a task workshop to develop a list of institutional program areas of concern, a survey instrument was designed to determine the extent and importance of each of these 45 areas. Survey results were based on 142 responses: 87 from students, 28 from staff, and 27 from the Indian community. The three respondent groups were consistent in their agreement on relative priorities and severities of the various areas of concern. Major needs related to staff sensitivity, to student problems, communication systems, the training time period, training in work attitudes, job placement followup, and present and future manpower requirements. It was recommended that task forces be established to examine these concerns and prepare alternative solutions. Appended are the workshop starter list, survey instrument, and table of total survey data. (Author/RG)

ED 128 650 CE 008 084

Lewis, James P. Fickes, Joan Gaughan
Evaluation of 1975 Postsecondary Educational Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg Bureau of Information Systems.

Pub Date May 76

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Attitudes, College Deans, *College Programs, Colleges, *Correctional Education, *Corrective Institutions, Post Secondary Education, Prisoners, *Program Administration, *Program Evaluation, *Student Attitudes

Identifiers—Pennsylvania

This study examines the role of the 14 colleges participating in postsecondary programs in eight Pennsylvania correctional institutions, to assess the quality of instruction and educational services, and to determine the attitudes of the offenders towards the college program. Data used in the evaluation was collected by questionnaires administered to the offenders and to deans of continuing education of each of the colleges participating at the eight correctional institutions. The results section is designed to reflect outcomes as they relate to the specific evaluation objectives. The responses of the deans are summarized in narrative form. The results of the offenders' responses are also summarized and grouped by the three subsections of perceptions of instructors, perceptions of services, and perceptions of values and attitudes. Over one-half of the report consists of appendixes containing the evaluation questionnaires and the individual institution responses. (WL)

ED 128 651 08 CE 008 100

Lamo, Vincent P.
Project CAREER/Guidance. Research and Development Project in Career Education. Final Report.

Project CAREER, Randolph, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V261039L

Pub Date 15 Jan 75

Grant—OEG-0-72-4651

Note—45p.; For related documents see CE 088 098-101

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Computer Oriented Programs, *Elementary Secondary Education, Occupational Information, Pilot Projects, *Program Descriptions, Program Development, Research Projects

Identifiers—Massachusetts, Project CAREER

Goals, objectives, activities, and accomplishments of the guidance component of Project CAREER (Computer Assisted Research for Educational Relevance) are documented in the report. The purpose of the component was to develop a series of transportable models for enhancing career awareness, career exploration, and career-skill development at the elementary,

junior high, and secondary grade levels respectively. Products and useful tools resulting from the project research (done in three Massachusetts pilot school systems) include: Workshop manuals for establishing career information centers, "Careerograms," "Sample Products in Elementary Guidance," an evaluation for "A Pilot Career Oriented Program for Middle School," "Career Cache Kit," and a visual career information file. Job descriptions of career information center personnel and a list of behavioral objectives for the three grade levels are also given. (TA)

ED 128 652 CE 008 107

Schneider, Wayne E.

Technical and Vocational Education Planning. An International Annotated Bibliography of ERIC Documents. Bibliography Series No. 35.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-103-184

Pub Date Jun 76

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Curriculum Development, *Educational Planning, Educational Policy, Policy Formation, Staff Improvement, *Technical Education, *Vocational Education

Organized following the format of the International Conference on Technical and Vocational Education at Denver, Colorado (June 1976), this annotated bibliography presents over 160 resumes selected from the Educational Resources Information Center (ERIC). Intended as a resource for technical and vocational education planners and practitioners from various countries, the resumes are organized to reflect the three conference program themes: Policy formulation and planning, curriculum development, and staff development. References were selected on the basis of their potential for international application and were limited to materials that have been entered into ERIC since 1970, with the exclusion of journal articles. The resumes include title, author(s), institutional source, sponsoring agency, publication date, number of pages, availability, and a document abstract. Ordering information for EDRS (ERIC Document Reproduction Service) reproductions is provided in the introductory section. (Author/RG)

ED 128 653 CE 008 123

Smith, Robert Stewart
The Occupational Safety and Health Act: Its Goals and Its Achievements. Evaluative Studies Series.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No—VT-103-200

Pub Date 76

Note—108p.

Available from—American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N. W., Washington, D. C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accident Prevention, *Environmental Research, *Federal Legislation, *Federal Programs, Health Programs, *Program Evaluation, *Safety, Standards, *Work Environment
Identifiers—Occupational Safety and Health Act 1970, Occupational Safety and Health Administration, OSHA

The safety and health mandate of the Occupational Safety and Health Act of 1970 is examined in reference to its effectiveness in reducing injuries and its consistency with the goal of promoting general welfare. Chapter 1 describes the essential features of the act and its administration to date, and analyzes the mandate as revealed by legislative intent and judicial decisions. Chapter 2 sketches a theory of social welfare and the conditions requiring the government to intervene in a market system to enhance this welfare. Chapters 3 and 4 discuss the Occupational Safety and Health Administration (OSHA) in terms of its decision on the noise standard, its enforcement program, and its success in reducing injuries. Alternative forms that a government program could take, and specific recommendations for change in the existing federal job safety and health program are offered in Chapter 5. Three appendixes deal with technical aspects of the arguments developed in the chapters. (SH)

ED 128 654 CE 008 129
Assessing Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Pub Date 76

Note—138p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (\$8.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Assessment, Educational Development, Educational Legislation, Educational Policy, *Educational Research, *Federal Legislation, Federal Programs, Federal State Relationship, Information Dissemination, Program Administration, *Program Evaluation, Research Coordinating Units, Research Reviews (Publications), *Vocational Education

Major conclusions of this report prepared by the Committee on Vocational Education Research and Development are that the \$250 million spent by the U. S. Office of Education (USOE) on vocational education research and development during the last 10 years has not had documented, widespread impact because of lack of coherent policy, administration, and leadership. Chapter 1 gives an overview of the report by the committee (formed in 1974), whose two major tasks were to review and assess the research and development activities sponsored by USOE under the Vocational Education Act of 1963 as amended in 1968, and to recommend changes. Chapter 2 presents a brief discussion of vocational education in this country: how it differs from general education, how it has changed over the years, and what issues it faces today. Chapter 3 summarizes the history of vocational education research and development (R&D) legislation and funding. Chapter 4 gives the results of the committee's assessment of vocational education R&D programs which were obtained by reviewing large-scale evaluations, by searching for examples of successful projects, and by interviewing people involved in the R&D program. Chapter 5 presents the committee's description and assessment of the administration of vocational education R&D program and their recommendations for changes in the program's structure and management that are intended to result in an integrated R&D system. Details on procedures and findings are appended. (HD)

ED 128 655 CE 008 191

Glaser, Edward M. And Others

Improvement in the Quality of Worklife and Productivity: A Joint Venture Between Management and Employees. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date 76

Grant—DL-96-06-72-27

Note—167p.; Pages 26, 99, 101, and 111 will not reproduce well due to faint and broken type

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Consultants, *Consultation Programs, Cost Effectiveness, Efficiency, Employer Employee Relationship, Institutional Research, Job Analysis, Job Enrichment, *Job Satisfaction, Management by Objectives, Management Development, Operations Research, *Organizational Climate, *Organizational Development, Performance Factors, Personnel Evaluation, Personnel Management, Personnel Selection, *Productivity, Professional Services, Quality Control

Identifiers—Quality of Working Life

A 3-year research project conducted at a new pharmaceutical manufacturing plant was designed to determine whether quality of worklife (QWL) consultation provided to a new plant during its planning, staffing, organizing, and initial operation would contribute to improved job satisfaction and productivity as compared with a long-established, more traditionally managed plant in the same company making the same products, but not receiving QWL consultation. The report describes developmental events, prevailing conditions relevant to consulting efforts, and outcomes of those efforts, and the question of why one

major segment of the plant (quality assurance) seemed better able to sustain the QWL effort than the other major segment (production) is analyzed. Implementation of project concepts is reported to be limited by the organization's financial problems (those related to adjustment to new ownership, and technical difficulties); nevertheless, positive outcomes are reported in terms of satisfactorily meeting production goals, ego-involvement of the workforce, comparatively low absenteeism, and the plant's survival of the frustrations of start-up delays. Recommendations are made for future efforts to achieve both enriched quality of worklife and improved business effectiveness/efficiency. (TA)

ED 128 656

Event, Brenda B.

Integrating Career Education into Teacher Preparation. Implementation Guide for College/University Use.

Arizona Univ., Tucson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—130p.; Page 6 contains a schematic chart which will not reproduce well due to small type Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.95)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Curriculum Guides, Education Courses, Higher Education, *Information Centers, *Integrated Curriculum, Methods Courses, Models, Occupational Information, *Preservice Education, Resource Centers, Resource Guides, Schools of Education, *Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, Teacher Educator Education, Universities

Identifiers—Arizona, University of Arizona

This implementation guide was developed from a project to integrate career education into existing preservice teacher training courses and to prepare students in these courses to serve as career education catalysts in their schools. Integration schematics for core courses in the Secondary Education Teacher Preparation Program at the University of Arizona are presented, and a step-by-step process for implementing a university-based career information center is outlined including the necessary elements: advisory committee, location and space, equipment, materials, files, guidelines for use, orientation, public relations, workshops, vocational assistance, staff, budget, and evaluation procedures. Initial and long range training activities for implementing in-service training of university personnel are also included. Approximately one-half of the report consists of the following appendices: Sample Career Information Center Bibliography, Sample Occupational Clustering Systems, Alternative Resource Speaker Filing Systems, Orientation: The Career Information Center, Suggested Topics for Career Information Center Workshops, and Selected References. (MP)

ED 128 657

Kenyon, Lawrence B.

Job Placement Coordinators Manual.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jun 76

Note—105p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103—Kilmer Campus, Rutgers University, New Brunswick, N. J. (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Accountability, Career Education, *Coordinators, Counselor Role, Guidance Personnel, *Guidance Programs, Job Analysis, *Job Placement, Manuals, *Occupational Guidance, Placement, Program Administration, Program Coordination, *Program Development, Program Effectiveness, Program Guides, Program Planning, Resource Materials, Senior High Schools

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. Chapter 1 looks at job placement services, including the career resource centers and benefits to students. Chapter 2 outlines

preliminary steps and needs in initiating a job placement program. In two parts, Chapter 3 covers: The major duties of placement coordinators, discussing their relationship to the entire program of career education and guidance; and the techniques of counseling, the theories of career development, and such tools as testing and informational services. Chapter 4 attempts to show the wide variety of activities carried on by placement coordinators in the field by presenting extensive excerpts from two annual reports. Chapter 5 stresses the importance of the placement service as a source of evaluation for at least the career education component of the curriculum, and suggests that accountability should be a goal rather than a concept which controls all educational activities. Appendices contain various sample forms and materials useful to a placement coordinator. (TA)

ED 128 658

Hoyt, Kenneth B.

Setting the Record Straight: A Reply to Grubb and Lazerson.

Pub Date 76

Note—14p.; Paper presented to the National Forum on Career Education (Washington, D. C., February 9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, Administrative Policy, *Career Education, *Concept Formation, *Definitions, Educational Objectives, Employment, *Evaluation Criteria, Policy, Post Secondary Education, *Program Effectiveness, Relevance (Education), Vocational Development, *Vocational Education

Identifiers—Grubb (Norton), Lazerson (Marvin)

The director of the Office of Career Education, U. S. Office of Education, identifies and "corrects" what he considers to be conceptual errors about career education found in an article by Norton Grubb and Marvin Lazerson in the "Harvard Educational Review" (1975, Volume 45, Number 4, pages 451-474). Major errors are categorized under four topics: (1) Differences between career education and vocational education, (2) the concept of work in career education, (3) career education and post-secondary education, and (4) criteria for evaluation of career education. An extensive rebuttal is made to the claims of Grubb and Lazerson, and in concluding, it is stated that while career education welcomes criticism from those who disagree with the concepts espoused, some attention should be paid to basic conceptual statements. A list of references is included. (TA)

ED 128 659

Hoyt, Kenneth B.

Career Education: What's Doable Now?

Pub Date 75

Note—13p.; Presented at the Sacramento Career Education Conference (Sacramento, California, August 29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, *Career Education, Educational Change, *Educational Policy, Financial Support, Government Role, Institutional Role, Needs Assessment, *Policy Formation, *Program Development, Program Effectiveness, Public Policy, School Role, Speeches, *Trend Analysis, Vocational Development

Identifiers—United States

Career education, as it currently exists, is put in perspective with reference to broader and more far-reaching proposals for dealing with the education/work dilemma in the United States. In so doing, career education is pictured as a movement that operates under a "possible change" philosophy. Current strengths of career education are represented along with a general set of action steps that could be undertaken in any community interested in initiating a career education effort. Observations are noted regarding the current readiness to move, on a nationwide scale, from a demonstration to a programmatic implementation mode in career education. It is concluded that to attempt such a nationwide implementation, more financial support than currently seems available is needed. (TA)

ED 128 660

Hoyt, Kenneth B.

Career Education's Potential for Increasing Productivity.

Pub Date 75

CE 008 262

Note—14p.; Paper presented to the National Federation of Independent Business (Washington, D. C., June 18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Educational Accountability, Educational Assessment, Educational Experience, Educational Improvement, *Educational Needs, Educational Planning, *Educational Policy, Educational Problems, *Productivity, Speeches, Work Experience

Identifiers—United States

It is suggested that the American system of formal education be included in discussions of problems of productivity, both as a contributor to the problem, and as an instrument to be used in seeking solutions to the problem. Career education, in particular, is viewed as being capable of making contributions toward increasing productivity. Two basic assumptions are made: (1) Problems of productivity have a long history of development and will require a long time to cure, and (2) while the changes called for by career education are clearly only part of the needed solutions, each can help to some extent. The major part of the discussion centers on the U. S. Office of Education policy paper, "An Introduction to Career Education," which contains a listing of 11 current conditions calling for educational reform. Ways are suggested in which these conditions have contributed to lack of productivity, and changes called for by career education are outlined which would lead toward correction of the conditions and so to an increase in productivity. (TA)

ED 128 661 95 CE 008 292
Smith, Keith E.

A Summary of Commissioned Papers Prepared for the National Advisory Council for Career Education.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Education, Educational Legislation, Evaluation, *Federal Legislation, *Needs Assessment, Policy Formation, Program Development, *Program Evaluation, *State Legislation, State of the Art Reviews

Identifiers—National Advisory Council for Career Education

Fourteen commissioned papers and studies on issues relating to career education are summarized. The purpose of these papers was to assess, monitor, and report on the condition of career education as a reform movement in the United States, and to recommend to Congress appropriate legislation for the furtherance of career education. Four papers on the efficacy of career education focused on career awareness, academic achievement, career decision-making, and other ways of assessing effectiveness. Eight papers were commissioned to help the Council identify the various Federal and state legislative authorizations for career education related activities. The topics are: "Key Concepts in Career Education: Legislative and Policy Issues," "Career Education: An Idea Whose Time Has Come," "Proposals for Career Education Legislation," "Career Education and the Future," "An Analysis of Federal Legislation Bearing on Career Education," "The Implementation and Administration of a Federal Career Education Program," "An Analysis of State Laws on Career Education and Pending State Legislation," and "Analysis and Synthesis of Existing Career Education Legislation." Additional papers are entitled: "Review and Synthesis of Research Concerning Career Education" and "The Emerging History of Career Education." (TA)

ED 128 662 CE 008 301
Goyne, Grover C.

Career Options in the Humanities: A Bibliography and Program Guide.

Pepperdine Univ., Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bachelors Degrees, *Bibliographies, Career Choice, Career Education, Career Op-

portunities, *College Programs, Degree Requirements, Higher Education, *Humanities, *Integrated Curriculum, Masters Degrees, Occupational Information, *Program Descriptions, *Program Guides, Resource Guides, Resource Materials, Universities

Specific curricular innovations in universities throughout the country which attempt to integrate academic majors in the humanities with additional, supplemental professional training are summarized in the program guide section of this document. Most of these programs are interdisciplinary, some including revised courses and internship experiences. Programs included are at both the baccalaureate and master's degree levels. The bibliography section contains material which explores the problems involved in preserving the integrity of the humanities. Much of the material examines the various career options which are provided by a humanistic education. Some articles explore specific career alternatives for humanities majors which are not normally considered by a student when making his choice of an academic major. Other articles focus specifically on curricular revision which might aid the student in expanding his career possibilities. (Author/TA)

CG

ED 128 663 CG 000 312

Irish, Grace

The Family: Laboratory for Human Behavior.

Pub Date [65]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, *Consultation Programs, *Counseling Effectiveness, *Family Counseling, *Family Relationship, Group Counseling, Guides, *Interpersonal Relationship

An effectively functioning family is one in which each member is able to exchange opinions; affection, views and information. The member learns in the family to relate with ease to others and to accept himself. Family group consultation is a means of helping families to become effective as the members relate better to each other. Other approaches to family counseling do not meet this criterion because they emphasize division of the family or ignore the importance of actual family interaction. The specific course of family group consultation as it ranges from information gathering to commitment and interaction of group members on suggested changes in behavior patterns is described. The final session of a group is used for summarizing the consultation process after eight or twelve weeks of meetings. A research test in 1965 on this family counseling method did not show statistically significant changes occurring among the participants. There is other evidence that changes in family functioning do occur and that the method meets a distinct need of many families. Further evaluation of family group consultation is suggested. (NS)

ED 128 664 CG 000 333

Johnson, Ralph H.

A Report on My Experiences and Impressions as a UNESCO Consultant in Educational Guidance in Finland.

Pub Date Apr 65

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Consultants, *Counselor Training, *Educational Guidance, *Foreign Countries, *Guidance Programs, *Guidance Services, Health Services, Occupational Guidance, *Program Evaluation, School Improvement, Seminars

Identifiers—*Finland

The purpose of this visit was to observe, analyze, and make recommendations concerning educational guidance programs in Finland. A general description of the Finnish educational system is given. The greatest amount of guidance activity by qualified guidance workers is external to the school system and administered by a different national ministry. Guidance activities within the school are provided by health services, homeroom teachers, and liaison teachers. Activities related to vocational guidance and maintenance of cumulative records are also described. Educational guidance is an area that needs

greater attention at all levels of teacher education. A proposal constructed by the Finnish school program committee to provide a more comprehensive educational system in Finland and summaries of introductory talks and group discussions, which were part of a Finnish seminar in educational guidance, are provided. A general summary, conclusions, and recommendations based on the tour and seminar are presented. (PS)

ED 128 665 CG 000 338

Wallace, Phyllis And Others

Testing of Minority Group Applicants for Employment. Research Report 1966-7.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date Mar 66

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bias, *Culturally Disadvantaged, *Culture Free Tests, *Equal Opportunities (Jobs), Group Intelligence Testing, *Minority Groups, Predictive Validity, *Psychological Tests, Social Discrimination, *Testing

The research questions whether many tests used by employers for employee selection do discriminate inadvertently. Because sub-groups or minority groups tend to be culturally disadvantaged, standardized tests have many shortcomings. When used as selection devices standardized tests may: (1) not provide reliable differentiation in the range of the minority group's scores; (2) use predictive validity different from that for the standardization and validation groups; and (3) use interpretation that is quite dependent upon the cultural background of the majority. To eliminate cultural bias in testing, tests that are culture-free, culture-fair, culture-equivalent, and measure creativity need to be developed. The concepts of using "dual test standards" and "compensatory training" may help create new methods for employee selection. It is concluded that proper testing practices need to be followed by improvement in hiring situations. Recommendations are that: (1) job descriptions be examined and requirements established before tests are used; (2) tests be developed by reputable psychologists; (3) inflexible minimum scores be re-examined; (4) test scores be combined with other data on performance; (5) test scores be validated in the setting used; and (6) re-tests be offered to unsuccessful applicants with culturally disadvantaged backgrounds. (RL)

ED 128 666 CG 007 128

Pringle, Robert G. And Others

The Whitman County Project for Academically Talented Students: An Evaluation. Final Grant Report.

Washington State Intermediate School District 101, Spokane.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jun 71

Note—34p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Enrichment Programs, Evaluation, *Exceptional Child Education, *Gifted, Program Evaluation, Research Projects, *Rural Education, *Special Programs, *Teacher Role

Sixty-three "gifted" 3rd, 4th, and 5th grade students from 13 rural school districts in eastern Washington participated for 16 weeks in a special educational enrichment program. Four Teaching-Resource Centers were established throughout the county, and 15-17 students from adjacent districts met at each center during one day per week. One special teacher conducted all classes and moved from center to center. Drama, art, creative writing, social studies, mathematics, and film making were all the principle areas of study. At the project's conclusion, observations regarding the strengths and weaknesses of the project were obtained from parents, students, and regular classroom teachers. These observations are discussed in detail in the report, and suggestions for improving programs for rural "gifted" children are outlined by the special teacher. (Author)

ED 128 667 CG 007 765

Banks, Hugh C.

The Black Person as Client and as Therapist.

Pub Date [72]

Note—12p.; Best copy available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counselors, Cultural Factors, Identification (Psychological), *Interpersonal Relationship, *Negroes, *Psychotherapy, *Race, Role Models, State of the Art Reviews, *Stereotypes

This paper investigates particular aspects of the black person as client and therapist. It emphasizes the importance of heterogeneity within the black population in the understanding of the black client, the black therapist and their interaction. There are important differences between blacks due to urban vs. rural background; socioeconomic status; religious affiliation; education; etc. A stereotype of "The Black" is thus misleading. Both client and therapist must acknowledge and deal with the effects of the black stereotype in their interactions, as they can make a difference in the therapeutic outcome. It is noted that, although the black professional therapist will typically be a member of the middle or upper class, this is not necessarily true of the client. The therapist should be aware of different cultural styles among black people, especially those with whom he intends to work. Such awareness will also help the therapist strengthen his own racial identity. In the therapist-client interaction, the twin dangers of over- and under-emphasis on the importance of race are noted. The ways in which racial issues are to be resolved will depend on the particular case. (NG)

ED 128 668

CG 007 957

Manacker, Julius

Articulation in Urban Areas: Community Information Networks and Student Articulation Workers.

Pub Date [72]

Note—11p.; Best copy available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Admissions Counselors, *Articulation (Program), *College Admission, *Community Involvement, Higher Education, Information Networks, *Minority Groups, Negro Students, Outreach Programs, Paraprofessional Personnel, Program Descriptions, *Recruitment Conventional methods of recruiting and communicating with potential college students living in poor urban communities have proven ineffective. New procedures are necessary, particularly those which capitalize on the strengths that already exist within these communities, for the purpose of school-to-college articulation. This paper discusses two such techniques—the use of community information networks and of student articulation workers. (Author)

ED 128 669

CG 007 969

Ronchi, Don

Attribution Theory and Video Playback: A Social Psychological View.

Pub Date Feb 73

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attribution Theory, *Counseling, Literature Reviews, Models, *Perception, *Psychological Characteristics, Self Actualization, *Self Evaluation, Social Psychology, *Video Tape Recordings

The purpose of this paper is to present a social psychological explanation of the self-confrontation process. A model of self-confrontation based on attribution theory is introduced. The use of video tape playback as a tool for self-confrontation is discussed, and implications for research are outlined. (MPJ)

ED 128 670

CG 007 975

Stilmer, Barbara

Group Development in the Classroom.

Pub Date Feb 73

Note—25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (San Diego, California, February, 1973); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Communication, *Classroom Research, *Classroom Techniques, *Group Dynamics, *Group Instruction, *Interaction Process Analysis, Research Projects, Secondary School Students, Student Teacher Relationship, *Teaching Methods

This study is divided into two parts: (1) a review of the theories of group development, particularly as they relate to a classroom setting; and (2) a discussion of the research program which grew out of the theoretical positions. Two to six teachers in each of five junior high schools were involved in using group interaction as a teaching method. Inventories were given to both teachers and students. No hard data is included as computer results were pending. The hypothesis to be examined concerned the difference of responses of those students involved in group teaching techniques and those who were not. (MPJ)

ED 128 671

CG 010 721

Greenberg, Alfred S. O'Brien, John S.

College Admissions 1975: Survey and Recommendations.

Pub Date 75

Note—27p.; Appendices filmed sideways; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Admission Criteria, *Admissions Counselors, *College Admission, *Counselor Role, Higher Education, Secondary Education, *Student Attitudes, Surveys

The participants conducted a survey of more than 200 four-year colleges and universities, asking Directors of Admissions to rank in order of importance 12 selected factors in the college admissions/evaluation process. The factors included, among others: rank-in-class, high school average, extracurricular activities, college interview and the counselor's letter of recommendation. A sample of high school students also ranked the order of importance of these factors. Eighty-two percent of the schools returned the completed ballot (165/202 schools). The results indicated that the most important element in the college admissions decision was the student's achievement in high school, followed by SAT scores. The students' impressions of the importance of the factors were generally accurate in reflecting the rank order established by the college admissions personnel. The participants feel that the order of priorities of the college admissions personnel is misplaced: counselors' opinions as "evaluators" of students are taken as more relevant than the direct evidence of scholarship and motivation that students themselves can present in interviews and in essays on college applications. It is recommended that counselors stop evaluating students and begin to help students to learn to evaluate themselves. (Author)

ED 128 672

CG 010 722

Khush, Mary N. Grimm, John E.

Adult Women's Career Planning in a Liberal Arts College Utilizing Male and Female Counselors.

Pub Date 13 Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Students, *Attitudes, *Career Planning, College Students, *Counseling Programs, *Females, Higher Education, Liberal Arts, Program Descriptions, Role Theory, Social Attitudes, Vocational Counseling

The evidence of numerous studies on women's roles and attitudes suggest that, at least historically, women have attitudinally agreed that women's place is in the home. However, more recent studies suggest a new trend in attitudes. Women have now assumed a pose of wanting to work, while at the same time they tend to cluster in traditionally female occupations and express uncertainty over the compatibility of the dual role. Baldwin-Wallace College, a liberal arts and pre-professional college of approximately 2,200 enrollment, has undertaken a program of career planning for adult women to assist them in understanding themselves, and their relationship to careers and occupations. Attitudinal and institutional changes cannot be accomplished by women alone. Since males play an influential role in the career development of women and are generally more credible to and have more impact upon established institutions, it is essential that men also become significantly involved in the facilitation of women's career development. The proposed presentation attempts to provide information about this on-going career program and the use of male and female counselors in the pro-

gram by discussion and the experiential involvement of the audience. (Author)

ED 128 673

CG 010 777

Earl, Martha M., Comp.

Bibliography of Women: A Survey of Women Past and Present as Reflected by the Holdings of the United States Military Academy Library.

Military Academy, West Point, N.Y. Library.

Report No.—USMA-Library-Bull-16

Pub Date 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographies, Cross Cultural Studies, *Females, *Feminism, *Historical Reviews, Library Collections, Literature Reviews, *Psychological Characteristics, *Role Theory, *Social Change

The publication of this bibliography on "Women" is an appropriate event in that it closely follows the passage of the law which for the first time permits women to enter the United States Military Academy in its 173 year history. Over 500 titles are presently extant in the USMA Library collection on the subject of women, representing woman's role in the past and present. Women are depicted in all walks of life including the military. The importance of women in different countries and diverse cultures is discussed throughout the literature and the arts. Emancipation, suffrage, physical and psychological factors pertaining to women are all reflected in the writing presented in this bibliography. Finally the history of the legal and political rights of women is covered in full. Included in the listing are books by and about Susan B. Anthony, Harriet Beecher Stowe, Jane Addams, Julia Ward Howe, Simone de Beauvoir, Margaret Mead, Germaine Greer and Betty Friedan. (Author)

ED 128 674

CG 010 778

A Statistical Portrait of Women in the United States. Current Population Reports, Special Studies Series P-32, No. 58.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Apr 76

Note—101p.; Not available in hard copy due to type size of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$2.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Census Figures, Comparative Statistics, *Economic Status, *Females, *National Demography, Racial Factors, *Social Status, *Sociocultural Patterns, *Statistical Studies, Statistical Surveys, Trend Analysis

This report presents a statistical portrait of the changing role of women in the United States during the 20th century. Data are from United States Government sources—from surveys, decennial censuses, vital statistics, and administrative records. The majority of the statistics have been published previously, either in government documents or professional journals, but are brought together here to highlight the demographic, social, and economic conditions of women. The analyses trace trends among women in the areas of population growth and composition, longevity, morality, and health, residence and migration, marital and family status, fertility, education, labor force participation, occupation and industry, work experience, income and poverty status, voting and public office holding, and crime and victimization. Comparisons of black and white women are discussed separately, and recent data are included for women of Spanish origin. (Author)

ED 128 675

CG 010 779

Fink, Herbert C. Wilkins, William E.

Belief in a Just World, Interpersonal Trust, and Attitudes.

Pub Date 22 Apr 76

Note—4p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Beliefs, Civic Belief, *Credibility, *Factor Analysis, *Interpersonal Relationship, *Locus of Control, Political Attitudes, Psychological Studies, *Social Attitudes, Undergraduate Students, Values

Identifiers—*Just World Scale

Factor analysis of Rubin and Peplau's belief in a Just World scale yielded three factors. The factors were named Deservingness, Denial of injustice, and Evaluate and act justly. Just World scores were generally unrelated to demographic data (such as socio-economic class, age, sex, family size, grade point average) among the undergraduate subjects. Belief in a just world was significantly related to greater interpersonal trust and internal locus of control. Greater belief in a just world was significantly related to less endorsement of New Left ideology, and less favorability toward the Attica uprising and President Nixon's impeachment. (Author)

ED 128 676 95 CG 010 780
Michaels, James W. McCulloh, Donna H.
Effects of Differentially Rewarding Groups on Cooperative Task Performance and Satisfaction.
 Report No. 211.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Mar 76
 Contract—NE-C-00-3-0114
 Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Educational Experiments, Group Activities, *Group Behavior, Higher Education, Morale, *Performance Factors, *Rewards, *Student Motivation, *Task Performance
 Identifiers—*Competition

The relative effectiveness of alternative reward structures in strengthening group performance on a cooperative math task was investigated by operationalizing four reward structure treatments—one non-contingent pay treatment and three differential pay allocation treatments including two levels of inter-group competition and a group piece-rate pay contingency. In each of the four treatments eight male and eight female dyads worked on cooperative math tasks for 10 performance-pay trials. Although male dyads outperformed female dyads, group performance did not vary by pay allocation treatment, even though subjects in the non-contingent pay treatment indicated the pay system was less motivating than did subjects in the three differential pay allocation treatments. Although no main effects of treatment were indicated on various satisfaction measures, members of higher performing dyads reported higher satisfaction than members of lower performing dyads on several measures, particularly when higher performance was associated with higher pay. Feasible interpretations for why performance and differential rewarding were unrelated included uncontrolled or extraneous sources of motivation in the experimental setting and the brief duration of the work session. (Author)

ED 128 677 CG 010 781
Zanni, Guido R.
An Investigation of Five Personal Space Measures.
 Pub Date 24 Apr 76

Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976); Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Behavior Patterns, Distance, *Interaction, Interaction Process Analysis, *Psychological Characteristics, Psychological Studies, *Research Methodology, *Space Orientation, Speeches
 Identifiers—*Personal Space

The convergent validity between the following measures was investigated: use of accomplices, imaginary accomplices, feltboard, disguised questionnaire, and undisguised questionnaire. The first four measures yielded corresponding results. Subjects' awareness proved to be an important methodological consideration. Results were not affected by the subject as participant vs. subject as arranger. (Author)

ED 128 678 CG 010 782
Riggs, Donald E.

Improving Reliability and Validity of "Achievement via Conformance" Through Computer Applications.
 Pub Date [71]

Note—11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Conformance, Evaluation Methods, Grade Point Average, Higher Education, *Item Analysis, Psychological Studies, *Psychological Testing, *Test Reliability, *Test Validity

Identifiers—*Achievement via Conformance Scale, *California Psychological Inventory

This paper describes an experiment conducted in order to improve the reliability and validity of the Achievement via Conformance (AC) scale of the California Psychological Inventory (CPI). The primary goal of AC is to identify those factors of interest and motivation which facilitate achievement in any setting where conformance is positive behavior. The purposes of the study were: (1) to examine the correlation of the AC scale with grade point average for 40 randomly selected college male freshmen; and (2) to attempt to improve the reliability and validity of the AC scale by dropping various test items after each computer analysis. It was found that elimination of "bad" test items of the scale enhanced both its validity and reliability. Relationships between AC and various intellectual variables were found to be in need of much additional empirical investigation. (SJL)

ED 128 679 CG 010 783

Robin, Arthur L. And Others

An Approach to Teaching Parents and Adolescents Problem-Solving Communication Skills.
 Pub Date [75]

Note—26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, *Communication Skills, *Conflict Resolution, *Family Counseling, Feedback, *Parent Child Relationship, *Problem Solving, Psychological Studies, Role Playing, Social Reinforcement

Parents and adolescents were taught to resolve conflicts concerning rules, responsibilities, and values through the use of problem solving and communication skills. Problem-solving included (1) defining the problem, (2) listing alternative solutions, (3) evaluating the solutions, and (4) planning implementation. Communication skills included (1) clear expression and reception of meaning, (2) appropriate emotive-attentive style, and (3) reflective listening. Twenty-four parent-adolescent dyads were assigned to either a treatment or wait-list control group. Each dyad in the treatment group received five sessions of therapy, during which modeling, guided practice, role-playing, feedback, and social reinforcement were utilized to teach problem solving and communication skills. Treatment produced highly significant increases in problem-solving behavior in structured discussions of hypothetical and real problems. Limited improvement in communication at home was also obtained on self-report measures. It was concluded that the present intervention provides a viable means for treating parentadolescent conflicts. Suggestions for improving generalization and integrating the model into a comprehensive behavioral family therapy were considered. (Author)

ED 128 680 95 CG 010 784

Schneider, Marlene Robin, Arthur

Turtle Manual.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]
 Grant—OEG-0-7-12872

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Change, *Behavior Problems, Change Strategies, Early Childhood Education, *Problem Children, *Problem Solving, *Self Control, Social Reinforcement, *Teaching Guides, Teaching Procedures

Identifiers—*Relaxation Training

This manual describes the Turtle Technique which was developed to help children with behavior problems control their own disruptive behavior. The technique differs from other behavior modification techniques in that it is based upon self-control rather than external control of disruptive behavior. The Turtle Technique first teaches the child how to respond when he feels threatened by uncontrollable emotions or external events which make him feel like lashing out. The learning of the turtle-like withdrawing response is then followed by relaxation training, generalization training and problem solving. Suggestions for maintenance of this system of self-

control and other possible applications of it are provided in the concluding section. (SJL)

ED 128 681 CG 010 785

Duncan, Juan Laird, James D.

Cross Modality Differences in Self-Attributions.

Pub Date Apr 76

Note—17p.; Best copy available; Some pages may reproduce poorly; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Attention, *Attribution Theory, Behavioral Science Research, *Behavior Patterns, *Individual Differences, *Locus of Control, *Psychological Characteristics, Psychological Studies, Speeches

Individual differences in self-attributions in a forced-compliance task and following manipulations of facial expressions were found to relate, suggesting that the self-attribution processes are similar and that variations among individuals in these processes are general across contents and inputs. (Author)

ED 128 682 CG 010 786

Panek, Paul E. And Others

The Evaluation of Feminine Professional Competence as a Function of Level of Accomplishment.

Pub Date Apr 76

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Changing Attitudes, *Females, *Professional Recognition, Psychological Studies, Research Projects, *Sex Differences, *Sex Stereotypes, Social Change, *Student Attitudes, Undergraduate Students

This study extended those of Goldberg (1968) and Pheterson, Kiesler, and Goldberg (1971). College students (57 females and 39 males) were given booklets containing articles from fields of traditional male, female, and neutral sexual association for evaluation. Authors of the articles were portrayed as either males or females, and as either students (attempting to accomplish) or holders of advanced degrees (accomplished). The main effect of traditional sexual association of the field and interaction between level-of-accomplishment and association of the field were significant. Female authors were evaluated more positively in female fields than in male fields, while male authors in female fields were evaluated more positively than males in male fields, by subjects of both sexes. In addition, contrary to the findings of Pheterson et al. (1971), the work of females attempting-to-accomplish were evaluated more favorably than females who have accomplished. (Author)

ED 128 683 CG 010 788

Bibliography of Sources Relating to Women.

Michigan State Dept. of State, Lansing.

Pub Date 75

Note—27p.; Due to reproduction problems accompanying photographs have not been filmed. Prepared by Michigan History Division

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Archives, *Females, *Historical Reviews, Primary Sources, *Resource Guides, *Social History, *Womens Studies

Identifiers—Michigan, *Unpublished Sources

The publication of this bibliography is part of the ongoing effort of the Michigan History Division to make historical resources within the state more readily available. This bibliography cites various unpublished source materials relating to women which are available in a number of archives in Michigan. Representative collections relating to all areas of women's history are included to make the document of the greatest potential use to researchers in women's studies. This listing of widely varying materials is designed not only to aid researchers but to contribute toward a better understanding of woman's role in society. (SJL)

ED 128 684 CG 010 789

Persico, Barbara And Others

Sex, Race, and Reactions to Injustice.

Pub Date [75]

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Altruism, *Behavior Patterns, *Individual Differences, *Justice, Personality, Psychological Studies, *Reactive Behavior, *Sex Differences

The present study examines the reactions to injustice between individuals as a function of the race and sex of the subject. Two contrasting hypotheses derived from research on altruism and personality differences indicate that white females/black males and white males/black females differ in their response to inequity. The study supports the hypothesis based on personality differences; that black females and white males take greater action to correct an inequity when compared to both white females and black males. The implications of these results are discussed. (Author)

ED 128 685 CG 010 790

Rosmann, Michael R. Mowbray, R. Glenn

Effects of Different Degrees of Task Structure on Leadership in Couples.

Pub Date May 76

Note—12p; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Phoenix, Arizona, May 12-15, 1976); Not available in hard copy due to marginal legibility of original document

Available from—Michael R. Rosmann, Dept. of Psychology, Gilmer Hall, University of Virginia, Charlottesville, Virginia 22901

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, Group Behavior, Interaction, *Leadership, *Leadership Styles, *Marital Status, Psychological Studies, *Sex Differences, Speeches, *Task Performance

Identifiers—*Couples

This study examined the effects of different degrees of task structure on leadership between 18 married parents, 18 childless married spouses, and 18 unmarried men and women who comprised newly acquainted couples. Each couple completed three tasks which varied along the dimension of task structure and the order of task presentation. Analysis of the results indicated significant changes in leadership such that high task structure resulted in less dominance for males and lower speech durations for males and females. Medium task structure, which was confounded with high conflict arousal built into the task, resulted in the most relationship oriented type of leadership and the greatest duration of speech for both males and females. There were also significant differences among groups such that married men exhibited more task oriented leadership and dominance and less relationship oriented leadership than unmarried men. Married women who were parents exhibited less relationship oriented leadership and lower speech durations than women who did not have children. Men in all three groups showed more task oriented leadership than their female partners, but both sexes shared equally in relationship oriented leadership. (Author)

ED 128 686 CG 010 791

Gray, William M. Hofmann, Richard J.

Confirmation of the Piagetian Logic of Exclusion and Combinations During Concrete and Formal Operations.

Pub Date Apr 76

Note—27p; For related document, see CG 010 792; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Processes, Data Analysis, Deductive Methods, *Developmental Psychology, *Developmental Tasks, Educational Research, *Educational Theories, Junior High School Students, *Logical Thinking, Speeches, *Task Performance

Identifiers—*Piaget (Jean)

A major premise of Piagetian theory relative to the periods of concrete and formal operations is that competence in specific logical operations is a necessary but not sufficient prerequisite to competence in other specific logical operations. The present study tested for the existence of specific concrete operations and specific formal operations that have been hypothesized to be developmental prerequisites to specific formal operations. The Multiple Hierarchical Analysis, a data analytic technique, was used to identify scales—

prerequisite sequences—that occur significantly more often than by chance. A sample of 622 junior high students were administered an assessment instrument consisting of two 16-item group administered written tests designed to measure various logical operations. The empirically-generated data of this study support the logically-generated Piagetian Theory. Also supported was the Piagetian postulation that each of the developmental periods is characterized by specific characteristics and a wholistic quality binding together the various characteristics. Combinatorial thought was found to be the quality that binds formal operations. (SJL)

ED 128 687 CG 010 792

Danner, Fred W. Day, Mary Carol

Eliciting Formal Operations.

Pub Date [75]

Note—10p; For related document, see CG 010 791

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Cognitive Processes, *Developmental Psychology, *Developmental Tasks, Educational Research, *Educational Theories, *Logical Thinking, *Task Analysis, Task Performance

Identifiers—*Piaget (Jean)

There is considerable disagreement concerning the age of onset and universality of attainment of Piaget's stage of formal operations. This study examines developmental differences in response to brief prompts in the use of a formal operational approach to the solution of two tasks. The subjects were 10 males and 10 females from each of Grades 5, 8, and 12. Three tasks requiring the formal operational skill of separating and testing variables were given to each subject. Results suggest that almost all the subjects could readily understand and utilize the approach of separating variables and testing each one while holding all others constant. Furthermore, the results support Piaget's claim that formal operations are available to nearly all normal young adults. Implications for the development of logical competence are discussed. (SJL)

ED 128 688 CG 010 793

Nayman, Robbie And Others

The University Learning Laboratory: Meeting Student Needs in the '70's. Colorado State University Student Development Reports, Vol. XIII, No. 3, 1975-76.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date [75]

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, Higher Education, *Learning Experience, *Learning Laboratories, *Needs Assessment, Program Evaluation, Remedial Instruction, *Skill Development, Statistical Data, *Student Development, *Student Needs, Surveys

College and university learning centers have evolved from narrowly defined remedial services to agencies serving the entire student community. The changing role of learning centers necessitates systematic program evaluation and assessment of student needs. During 1975, the Colorado State University Learning Laboratory staff collected data on client characteristics and client perceptions of learning laboratory programs. Results are presented and major findings are discussed. (1) The University Learning Laboratory serves a diversified clientele including students with all levels of academic functioning. (2) Needs of Learning Laboratory clients can be appropriately categorized as remedial, preventative and developmental, following the model of Morrill, Oetting and Hurst (1974). (3) A large majority (70-80%) of clients responding to the survey had favorable attitudes toward Learning Laboratory services. (4) One-half to two-thirds of clients responding to the survey agreed that the Learning Laboratory had helped them to develop skills, improve academic performance and enrich their learning experiences. (5) Recommendations are presented for continuous assessment of student needs to allow the Learning Laboratory to respond to changing campus conditions. (Author)

ED 128 689 CG 010 794

Thalheimer, Donald J.

Cost Analysis of Correctional Standards: Halfway Houses. Volumes I and II.

American Bar Association, Washington, D.C. Correctional Economics Center.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 75

Note—166p.; Volume I is dated November 1975.

Volume II is dated October 1975

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Vol. I, Stock Number 027-000-00393-1, HC \$5.55; Vol. II, Stock Number 027-000-00396-1, HC \$2.10)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Correctional Rehabilitation, *Cost Effectiveness, Financial Policy, Operating Expenses, Policy Formation, *Program Evaluation, *Program Planning, *Rehabilitation Centers, *Standards

Identifiers—*Halfway Houses

The Standards and Goals Project has undertaken cost analysis of halfway houses in order to analyze and estimate the costs of implementing correctional standards, and to provide cost guidelines and cost estimation techniques for use by jurisdictions. The first volume: (1) provides a brief background on the Corrections Standards relating to halfway houses; (2) focuses on findings of the cost analysis and briefly explains the methodology used so that these findings can be interpreted accurately; (3) highlights the policy implications of the analysis. It is intended for use as a separate document by justice system administrators, legislators and others in need of a reference to the policy issues surrounding halfway houses, particularly those related to cost. In addition, Volume I is designed as a companion reference to Volume II which is intended for use by planners and analysts. Volume II both provides detailed, technical description of estimation techniques applicable to estimating halfway house costs for a particular jurisdiction and presents detailed findings of the cost analysis. (Author)

ED 128 690 95 CG 010 795

Greenberger, Ellen

Schools and Maturity Program: Final Report. Johns Hopkins University Center for Social Organization of Schools, Report No. 210.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—NE-C-00-3-0113

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Educational Testing, Elementary Secondary Education, *Interpersonal Competence, *Maturity Tests, *Psychoeducational Processes, *Social Maturity, Social Psychology, Student Attitudes, Test Construction, *Test Validity

This report summarizes the research and development activities of two Work units of the Schools and Maturity program from March 1, 1973 to November 30, 1975. The two Work Units described are (1) Theory Construction and Test Development, and (2) Validation of Psychosocial Maturity Scales. Abstracts of technical reports and journal articles resulting from the program are contained in an appendix. (Author)

ED 128 691 95 CG 010 796

Slavin, Robert E.

Classroom Reward Structure: An Analytical and Practical Review. Johns Hopkins University Center for Social Organization of Schools, Report No. 207.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NE-C-00-3-0014

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Patterns, Classroom Research, Educational Alternatives, Elementary Secondary Education, *Group Behavior, Group Relations, Literature Reviews, *Performance Factors, *Rewards, *Student Development, *Task Performance

Identifiers—*Teams Games Tournament

A review of the literature on cooperative, competitive, and independent reward structures and performance is presented, and conclusions are drawn which reformulate current beliefs about the interaction between reward structure and task structure. A brief theory of reward structure and

performance is described, and conditions under which cooperative structures may be more effective than competitive ones are outlined. A review of the literature on reward structure and social connectedness strongly suggests that cooperative reward structures may have considerable utility in increasing attractions and reducing hostility between students. A technique which has had positive effects on both academic performance and social connectedness, Teams-Games-Tournament (TGT), is described, and suggestions are made for a direction for further research. (Author)

ED 128 692 95 CG 010 797

Bond, Lloyd Greenberger, Ellen

Psychosocial Maturity and a Dimension of Moral Judgement. Johns Hopkins University Center for Social Organization of Schools, Report No. 209.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—NE-C-00-0113

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Research, *Ethical Values, Maturation, *Maturity Tests, *Moral Development, *Psychoeducational Processes, Psychological Testing, Secondary Education, *Social Maturity, *Student Development

Identifiers—Psychosocial Maturity Inventory Form D, Survey of Ethical Attitudes Form B

This study investigates the relation between Psychosocial Maturity and a dimension of moral judgment. Form D of the Psychosocial Maturity Inventory and Form B of the Survey of Ethical Attitudes (SEA) were administered to 182 tenth grade students. Predicted negative correlations between SEA and two Social Adequacy subscales were marginally significant for male students and not significant for female students. A previous finding, that SEA scores are curvilinearly related to maturity, was not supported. Implications of the findings for developmental models of moral development are discussed. (Author)

ED 128 693 CG 010 799

Aery, Sheila Moore, Norman

Affecting Organizational Change in Student Services.

Pub Date [72]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Strategies, Communication (Thought Transfer), *Decision Making, Delivery Systems, Demonstration Programs, *Goal Orientation, Higher Education, Models, *Organizational Change, *Organizational Effectiveness, Program Descriptions, *Student Personnel Services

Student Services organizations must develop greater effectiveness to become facilitators of planned change. For higher education to be both available and meaningful, changes are required in Student Services programs and practices. Student Services professionals have a great deal of expertise to offer in the development of educational programs that will encompass individual differences and permit personalization—if the organization is effective. This article presents a decision-making matrix model for Student Services' organizations. The model is a result of three years of one such Student Services organization's attempt to achieve greater effectiveness, i.e., the degree to which the organization realizes its goals. The key concept in the model is the effective utilization of human and fiscal resources by focusing in on the function to be accomplished. (Author)

ED 128 694 CG 010 800

Hannaford, Mary J.

Teacher Support.

Pub Date Apr 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Group Counseling, Group Relations, Human Development, *Interpersonal Relationship, *Personal Growth, Program Descriptions, *Reinforcement, Speeches, Teacher Improvement, *Teacher Morale, *Teachers

Because of fast changes in educational theory and methodology, behaviorally threatening atmosphere, changes in student responses and attitudes, administrative expectations, and general tensions, most teachers need more support relationships than ever before. Tensions in many schools are high and daily frustrations exist. Teachers are concerned about open education, behavior modification, humanistic education, informal techniques, accountability and test results. Many teachers are high achievers who set severe goals for themselves and live with a high level of fear of failure. More requirements and criticisms come from the community. One Georgia school system has begun a teacher-support program to encourage personal sharing and support within the system. This was done through the use of transactional analysis and other personal reinforcing techniques in groups after school one afternoon a week for six to eight weeks. The groups are organized by the principal or school counselor with leadership provided by the Counseling and Psychological Services departments. Teacher response has been highly favorable with requests made to principals for additional service. (Author)

ED 128 695 CG 010 801

Bender, David S.

Psychosocial Dimensions of Sex Differences in the Academic Competence of Adolescents.

Pub Date Apr 76

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Ability, *Academic Achievement, *Adolescents, *Behavior Patterns, Educational Attitudes, Psychoeducational Processes, Secondary Education, *Sex Differences, Sex Role, *Student Development, Surveys

A 120-item questionnaire measuring sex-role behavior and attitudes, educational expectations, self-assessment, grades, etc. was administered to 3000 students in the 7th through 12th grades in three school districts. "Academic competence" was defined as the discrepancy between actual and predicted grade averages based on the correlation of scholastic aptitude and grades in the sample. Girls were found to be superior to boys in average academic competence at every grade level. Grade averages declined for both sexes between the 7th and 12th grades. Girls were also higher in average academic competency in each of six social class levels. No sex differences were apparent in the accuracy of self-assessment of schoolwork or in post-high school educational plans, even after an analysis by age groups. Students exhibited traditional sex-role stereotypes and girls reported engaging in more non-assertive behavior than boys. The study found no support for the conventional wisdom regarding the development of sex differences in the achievement patterns of adolescents. Interesting patterns did arise, however, in the relationship of sex-role related characteristics with these variables of achievement orientation. (Author)

ED 128 696 CG 010 802

Lynn, Cheryl W. Mullen, Gail S.

Investigation of the Relationship of Affective Characteristics and Cognitive Skills to the Maintenance of Grade Level in a Statewide Needs Assessment.

Pub Date [76]

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); the great majority of the pages in this document have been filmed sideways to maintain the integrity of the tables.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Affective Tests, *Cognitive Tests, *Comparative Analysis, Educational Research, Longitudinal Studies, Secondary Education, *Self Concept, Statistical Data, *Student Evaluation

This paper summarizes a longitudinal study which analyzes cognitive performance and affective characteristics of students in relation to their maintenance of grade level. The SRA Achievement and Thorndike-Lorge Intelligence Instruments were used in the 1969-70 cognitive testing of seventh-grade students. Comparable testing of these students in 1974 used SCAT and STEP

tests. Both the 1969-70 and 1974-75 testings included the Virginia Affective Assessment Questionnaire. This instrument is composed of four subscales which include self-concept, citizenship, school participation and concept of self to others. After the 1974-75 testing, a subgroup of students who had not achieved the grade level of their peers was identified and compared with a randomly selected control group of their peers. Analyses of variance indicate that students who dropped behind grade level did not differ in ability from those who stayed at grade level, but did differ in the seventh grade in achievement. By twelfth grade, their achievement scores were still lower, and they showed marked deficiencies in writing performance and spelling. Their attitudes were also considered to be poorer in general. The major portion of this document consists of data tables. (SJL)

ED 128 697 CG 010 803

Schiffman, Jan Washington, Blanche

Services to Multi-Problem Youth. Georgia Department of Human Resources Program and Funding Report, Vol. 2, No. 1, January 15, 1976.

Georgia State Dept. of Human Resources, Atlanta.

Pub Date 15 Jan 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Delivery Systems, Demonstration Programs, *Human Resources, *Organizational Effectiveness, *Problem Children, Program Descriptions, *Program Evaluation, *Sociopsychological Services, *Youth Programs

This report focuses on a problem area which is being addressed by a consortium of agencies, and is designed to enrich the options of planners and program personnel in terms of both innovative concepts and potential resources required for program support. This report relates to the target population of "multi-problem" youth for whom no existing service category seems to fit. Such youth are neither seriously emotionally disturbed nor criminal and, thus, are in need of some type of service or intervention which provides the least amount of restriction. The body of this report is an analysis of four programs which exemplify multi-agency and multiple funding approaches for dealing with the problems of youth. These four programs were selected on the basis of their success in maximizing available resources in an integrated delivery system. The descriptive analyses of these programs present aspects of the programs that are considered to be primary elements of program and resource development. (SJL)

ED 128 698 CG 010 804

Erkut, Samru Jaquette, Dan

Moral Judgement and Prosocial Behavior: An Interactional Approach.

Pub Date 76

Note—30p.; Paper presented at the annual meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, *Conflict Resolution, Ethical Values, *Helping Relationship, *Interaction Process Analysis, *Moral Development, *Social Behavior, Social Values, Speeches

The study focuses on the interaction between moral development and situational factors as it affects prosocial behavior. Three experimental conditions varied the permissibility of interrupting a task to help an "ailing" confederate. A situation by moral judgment interaction was predicted. Stage three and four subjects, defining right action in accordance with conventional expectations or obligations would not help in any of the three conditions. Stage five subjects, defining right action in terms of human rights and contractual obligations would help in the Permission condition. The results support these predictions. It is only within the extended boundaries of Permission condition that Stage five subjects were able to resolve the conflict between their responsibility to the welfare of the "victim" and their contractual agreement with the experimenter. The implication of the study is that neither knowledge of situational variables by itself nor knowledge of moral judgment alone are sufficient to predict moral action. The critical factor seems to be the interaction between situation and moral judgment. (Author)

ED 128 699 CG 010 805

Lewis, Paddy
Significant Others, Self-Concept of Ability, and Achievement.

Pub Date [73]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Ability, *Academic Achievement, Critical Path Method, Educational Research, Low Achievers, Negro Students, *Parent Student Relationship, *School Attitudes, Secondary Education, *Self Concept, Student Attitudes, *Student Teacher Relationship

This research investigated the model that proposes that significant others affect self-concept of academic ability which affects achievement. The statistical method used was path analysis. The population studied consisted of low-achieving black students. The model was not substantiated for students who had negative (defensive) attitudes towards school. Defensive attitudes appear to help protect self-concept which was found to be disproportionate to and unaffected of achievement. The model, however, was substantiated for students with positive (non-defensive) attitudes towards school: significant others were found to affect self-concept of ability which in turn affected achievement. (Author)

ED 128 700 CG 010 806

Adams, Keith K.

A Course Outline for Pre-Retirement Planning and a List of References and Resources. Curriculum Module.

Pub Date Mar 76

Note—53p.; Ed.D. Practicum, Nova University; Not available in hard copy due to marginal legibility or original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Design, Curriculum Guides, *Educational Gerontology, Educational Research, Literature Reviews, *Needs Assessment, *Older Adults, *Resource Materials, *Retirement, Surveys

The purpose of this study is (1) to develop an outline for a course in pre-retirement planning; (2) to provide prospective instructors with reference material and resources for further course development; and (3) to determine if additional courses in retirement planning will be needed. A principal source of information for the development of the content of the pre-retirement class was the review of the literature. To supplement this review, and to provide for community input, a survey was administered to students in the Cerritos College Extended Day Program. The guide discusses the results of this survey, and presents a suggested outline for a course in pre-retirement planning. It also includes suggested references and resources. (Author/SJL)

ED 128 701 CG 010 807

Millimet, C. Raymond Brien, Monica
Cognitive Differentiation and Impression Formation: An Integration Theory Approach.

Pub Date [75]

Note—29p.; Paper presented at the Annual Meeting of the American Psychological Association, (83rd, Chicago, Illinois, August 30 to September 2, 1975); not available in hard copy due to marginal legibility of original document
Available from—C. Raymond Millimet, Department of Psychology, University of Nebraska, Omaha, Nebraska 68101

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Conflict Resolution, *Factor Analysis, Individual Characteristics, *Learning Theories, Personality Development, *Personality Theories, Psychological Studies, Role Perception, *Social Relations, *Stimulus Generalization

Consistent with Anderson's weighted averaging model, it was predicted that 19 subjects who were defined by a lack of differentiation among their personal constructs would experience considerable inconsistency in the factorial combination of five personality trait dimensions selected from each subject's REP test. Such inconsistency was expected to evoke a configural component of judgment in the form of stimulus discounting. In contrast, 19 subjects who were defined by high

differentiation among their personal constructs were not expected to experience inconsistency in the factorial combinations of five personality trait dimensions selected from each subject's REP test. A strict linear model was expected to account for the judgments of these subjects. A 2x2x2x2 factorial analysis of variance was performed on the judgments of each subject and the number of significant main effects (linearity of judgment) and interaction effects (configurality of judgment) between the two experimental groups were compared. Although most of the judgmental variance of both experimental groups was accounted for by a strong linear process, a psychologically meaningful configural process was noted in the judgments of both experimental groups. The configurality was consistent with a weighted averaging model, but was qualitatively different in form in the two groups of subjects. (Author)

ED 128 702 CG 010 808

Stanton, Timothy Sheiner, Michael

A Family Drama Workshop: Communications Seminar for High School Students.

Spons Agency—Marin Charitable Foundation, Ross, Calif.

Pub Date [75]

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication Skills, Curriculum Guides, Empathy, *Family Relationship, High School Students, *Interpersonal Competence, Listening Skills, *Parent Child Relationship, Secondary Education, *Social Development, *Teaching Methods

This paper was written for high school teachers and other youth workers, who are looking for effective ways to support and assist adolescents as they deal with their complex, and often painful, changing family relationships. It describes A Family Drama Workshop, a series of seminars on families and communication, which was developed and presented to high school students in 1975. The seminar used the structure of the classroom and the experience of art and literature to help students: (1) become more aware of how people influence each other in family or other group situations; (2) enhance their ability to listen to and empathize with other people; (3) use this new awareness and enhancement to improve their own emotional expressiveness. It was anticipated that by practicing these skills and exploring emotionally-charged feelings and attitudes toward families these students would feel more confident and flexible in their interactions, act more constructively, and thereby have a less troublesome time as adolescent family members. By becoming more able to make choices in their family interaction they would find family relationships less imprisoning. While all expectations were not met, this writeup should be of help to others who wish to design similar programs. (Author)

ED 128 703 CG 010 809

Damico, Sandra Purkey, William

The Class Clown Phenomenon Among Middle School Students.

Spons Agency—Florida Educational Research and Development Council, Gainesville.

Pub Date Apr 76

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Best copy available, some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, Educational Research, *Humor, Junior High Schools, *Personality, Questionnaires, School Attitudes, *Self Concept, *Social Behavior, *Sociometric Techniques, Speeches

Identifiers—*Class Clown Phenomenon

The purpose of this study was to begin exploration of the "class clown" phenomenon. Eighth grade students identified as class clowns on the basis of multiple peer nominations were compared to a random sample of classmates on: inferred and professed self-concept, school attitude, social status, and classroom behavior. Various demographic data were also contrasted. Two distinct clown behavioral types emerged from an analysis of the collected sociometric data. These types are discussed, and it is suggested that they are the result of important personality characteristics not isolated by the initial analysis of data. (Author/SJL)

ED 128 704 CG 010 810

Ruditsky, Alan N. Posner, George J.

The Effect of Content Sequence on Student Learning.

Pub Date 76

Note—39p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Processes, Educational Research, Higher Education, *Learning Characteristics, *Learning Processes, *Recall (Psychological), Research Projects, *Sequential Approach, *Sequential Learning, Speeches, *Teaching Procedures

This study investigates the effects of content sequence on student learning. The treatments, a spatial and conceptual instructional sequence each consisting of identical content elements, were administered to students in a two-year college Botany course. Hypotheses tested were that sequence would have an effect on student perceptions of the lesson, that the sequencing principle would be learned, and that students would exhibit differential cognitive structures corresponding to the sequences. It was also hypothesized that sequence would not affect recall of the material. The results supported these hypotheses as the two sequences of content resulted in significantly different outcomes. (Author)

ED 128 705 CG 010 811

Wong, Martin R. Barbatsis, Gretchen S.

Attitude and Information Change Effected by Drug Education via Broadcast Television and Group Viewing.

Pub Date Apr 76

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); tables on p. 10 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Broadcast Television, *Changing Attitudes, Drug Abuse, *Drug Education, Educational Research, *Group Experience, Higher Education, *Information Dissemination, *Instructional Media, *Learning Activities

The purpose of this research was twofold: (1) to explore the effectiveness of the mass media as a drug education tool, and (2) to find ways to make televised education more effective in stimulating meaningful learning and attitude change. This study hypothesized that television instruction experienced in the context of a structured small group, would encourage people to choose that method of learning, and the interaction would result in more learning and a more positive attitude. The results of the study show that the mass medium of television is an effective way to disseminate information about and change attitudes toward drugs and drug use. The experimental condition of group viewing, however, did not show significant differences over individual viewing. (SJL)

ED 128 706 CG 010 814

Jacobs, M. Kathryn

Women's Moral Reasoning and Behavior in a Contractual Form of Prisoner's Dilemma.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

Available from—M. K. Jacobs, Medical College of Ohio at Toledo, Department of Psychiatry, Child Division, P.O. Box 6190, Toledo, Ohio 43614

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anxiety, *Behavior Patterns, *Conflict Resolution, *Contracts, *Decision Making, *Females, Higher Education, *Moral Development, Psychological Studies, Simulation, Speeches

Identifiers—*Prisoners Dilemma Game

The purpose of this study is to demonstrate an experimental procedure which lends itself to the controlled study of adult moral behavior. The procedure is a variation of Prisoner's Dilemma, a game widely used for the study of conflict resolution. The conflict generated by the game is both interpersonal and intrapersonal. The key issue in the dilemma is the agreement between partners to regulate self-centered behavior in the interest of the common good. The sample was drawn

from women enrolled in undergraduate, graduate and continuing education classes at the University of Toledo. In the laboratory simulation of a moral dilemma in which two women agreed to cooperate and one partner subsequently ignored that agreement, principled women were found to maintain the contract and cooperate regardless of their losses, whereas conventional women broke the contract and minimized their losses. This and other results are discussed in relation to such factors as anxiety, level of moral reasoning, situational characteristics and sense of commitment. (SJL)

ED 128 707 CG 010 815

Noddings, Nel

Cognitive Premises and Curriculum Construction.
Pub Date 21 Apr 76

Note—53p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cognitive Processes, *Curriculum Design, *Curriculum Development, *Learning Theories, *Psychoeducational Processes, Speeches, State of the Art Reviews

Two sets of cognitive premises are identified. An attempt is made to state the premises of each set precisely, to draw conclusions, and to explore their implications for curriculum construction. The perspective is that of cognitive psychology, and the idea is to connect certain definite curriculum arrangements to stated cognitive premises. The study employs the methods of conceptual research and uses as its data source the writings of prominent cognitivists. It culminates in specific recommendations for the organization of certain topics in standard curricula and suggestions for the placement and use of "discovery exercises" in the mathematics curriculum. (Author)

ED 128 708 CG 010 816

Jones, William D. McIntyre, Lesley

On the Limits of Kagan's Impulsive-Reflective Distinction.
Pub Date 76

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, *Children, *Cognitive Development, *Cognitive Processes, Elementary Education, Field Studies, *Performance Factors, *Response Style (Tests), Speeches, Tests

Identifiers—Matching Family Figures Test

The Matching Family Figures Test (MFF) is examined in order to show that a wide variety of rational speed-accuracy trade-offs ranging from impulsive to reflective are quite plausible. Ten children (mean age, eight years) took part in the experiment. Five had previously been classified on the basis of the MFF as impulsive, five as reflective. On the recognition memory task, the two groups did not differ in accuracy but did differ reliably in response bias. The groups also differed in mean latency. Thus, it was found that the MFF can predict differences in latency on other tasks, but such differences may not be associated with perceptual sensitivity so much as with response bias. The results are seen as indicative of lack of reason for the usual preference for the reflective strategy. (SJL)

ED 128 709 95 CG 010 817

Baker, Stanley B. And Others

"Face to Face": A Report of a School District's Workshop for Counselors.

Spons Agency—Office of Education (DHEW), Washington, D.C.; State College Area School District, Pa.
Pub Date 14 Apr 76

Note—5p.; Paper presented at the annual meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Assembly Programs, Behavioral Counseling, *Counselor Functions, *Counselors, Decision Making, *Group Counseling, *Inservice Programs, *Program Descriptions, Values, Workshops

This paper describes an in-service workshop for counselors which, although unique because of funding support, provided outcomes which are applicable to all in-service settings. The workshop featured a comprehensive attempt to provide in-service help in several areas of concern: time management, overall group work, behavioral counseling, decision making, and values clarification. Although goals in some of these areas were satisfactorily met, others were not. Several recommendations for others who plan similar workshops are offered. (Author)

ED 128 710 CG 010 818

Damico, Sandra B. And Others

A Comparison Between the Self Concepts as Learner of Disruptive and Nondisruptive Middle School Students.
Pub Date 75

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Ability, *Adolescents, Behavior Patterns, *Behavior Problems, Comparative Analysis, Educational Research, Elementary Secondary Education, *Learning Experience, *Middle Schools, *Self Concept Identifiers—Coopersmith Self Esteem Inventory

The purpose of the present study was to compare the scores of disruptive and nondisruptive middle school students (grades five through eight) on professed and inferred academic self concept. The Florida Key and the school-academic subscore of the Coopersmith Self Esteem Inventory were used to obtain scores on a population of 3,254 students enrolled in four middle schools in North Florida. From this group, 208 students were identified from school records as disruptive on the basis of having been removed from the learning environment two or more times during the first six months of the 1973-74 school year. A four-way analysis of variance revealed significant differences between inferred and professed self concept as learner scores of disruptive and nondisruptive students. No significant interactions were found between or among race, sex and school on the Florida Key. A significant four-way interaction was found on the Self Esteem Inventory. Those students identified by their behavior as disruptive had significantly lower inferred and professed academic self concepts than did students identified as nondisruptive. The theoretical implication drawn from the study was that negative feelings about oneself as a learner may be a contributing factor in student disruption. (Author)

ED 128 711 CG 010 819

Simmons, Charles E. P.

An Academic Vice President Looks at Student Services/Career Services—A Muddle.

Note—10p.; Best copy available, handwritten editing by author; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Evaluation, *Career Planning, *Counseling Services, *Evaluative Thinking, Guidance, Higher Education, Occupational Information, *Program Improvement, Speeches, *Student Personnel Services, Student Placement, *Vocational Counseling

This paper presents an academic vice president's critical discussion of student personnel services and career counseling. The author begins by examining the isolation of student services from faculty, staff and administrators. He then looks at the emphasis made on placement without adequate student preparation for career planning and career choice. These and other criticisms culminate in a call to student service workers to utilize the mechanisms and authority at their command to promote career counseling, academic counseling, and responsible and responsive placement services. The author also calls for greater intrastitutional communication and cooperation. (SJL)

ED 128 712 CG 010 820

Jacobson, Betsy L. And Others

Evaluation of an Outgroup Member by Individuals and Groups.
Pub Date [72]

Note—7p.; Paper presented at the annual meeting of the Eastern Psychological Association, (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, *Bias, *Group Behavior, *Interaction Process Analysis, *Negative Attitudes, Northern Attitudes, Psychological Studies, Social Attitudes, *Social Discrimination, Social Psychology

This is a study investigating the hypothesis that group interaction facilitates the overt expression of negative and stereotypic attitudes. Responding to a videotaped interview of a Southern boy, Northern subjects in pairs tended to make a greater percentage of derogatory comments about this "outgroup" member than did Northern subjects who were alone. (Author)

ED 128 713 CG 010 821

Spitzer, Craig E. Davis, James H.

The Effects of Juror Bias on Judicial Decisions.

Note—10p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Phoenix, Arizona, May 12-15, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, *Bias, *Court Litigation, *Decision Making, *Legal Problems, Psychological Studies, Rape, *Social Attitudes Identifiers—Jurors

Mock juror beliefs about rape and rape trials were collected prior to presentation of a videotaped rape trial. These pretrial biases significantly and reliably predicted post trial juror opinions and jury verdicts. The bias variables, however, accounted for relatively little of the variance in the dependent variables. Questions are raised concerning social implications of these influence effects. (Author)

ED 128 714 CG 010 822

Sheinberg, Sheila Nelson, Harold A.

The "Mysterious Gap" Between Knowledge and Action: A Sociological Comment.

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the American Sociological Association (70th, San Francisco, California, August 25-29, 1975); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, *Change Agents, *Change Strategies, Guidelines, *Organizational Change, Organizations (Groups), *Social Change, *Social Sciences, Sociology, Speeches

For the academic social scientist who aspires to or actually assumes the dual role of expert and activist, the applicability of scientific knowledge and action-oriented expertise becomes an extremely practical problem. When the "knowledgeable" activist fails, the theoretical gap between knowledge and action intensifies the problem, and the question for the academic activist becomes a questioning of the applicability of social science knowledge to "real life" problems. This paper addresses itself to an examination of this gap between theory and practice, knowledge and action, and admonishes the social scientist to examine the disjunction not in terms of "mysterious elements," but in terms of other social science knowledge and the current state of scientific knowledge. By focusing on a case study of failed, planned change, it seeks to demonstrate why a gap may exist between expert and action, and in so doing, to suggest that it is not due to some unexplained variance but rather, in this case, to such organization variables as time, status differentiation, imported or external leadership, the diffuseness of goals and the characteristics of the authority structure of the organization in question. (Author)

ED 128 715 CG 010 823

Kramer, Cheris

Female and Male Perception of Female and Male Speech.

Pub Date Aug 75

Note—21p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—High School Students, *Language Role, Questionnaires, *Sex Differences, *Social Attitudes, *Sociocultural Patterns, *Speech, Speeches, *Verbal Communication

The study elicited stereotypes of female and male speech behavior. The results give strong evidence that the speech of females and the speech of males, as perceived by women and by men, do not have the same subject matter, or the same manner of delivery. Of the 51 speech characteristics considered by the participants, 36 were rated as differentiating between female and male speech. These popular beliefs have an impact on people's behavior, especially in initial encounters. (Author)

ED 128 716 CG 010 824

McCauley, Clark R.

A Test of the Urban Overload Hypothesis.

Pub Date [70]

Note—5p.; Paper presented at the annual meeting of the Eastern Psychological Association (New York, N.Y., April, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, City Problems, Comparative Analysis, Field Studies, *Interpersonal Relationship, *Rural Urban Differences, *Social Relations, Surveys, *Urban Environment

Identifiers—*Crowding

This paper briefly discusses three studies aimed at exploring the overload hypothesis posited by Stanley Milgram. That hypothesis suggests that impoverished social interaction in the city is an adaptation to overload of interpersonal contacts. The three studies examine various aspects of the phenomenon using different methodologies. Comparing city and town dweller behaviors, one survey indicates that city respondents have fewer but longer contacts with friends and acquaintances, both by telephone and face-to-face. In terms of feelings of overload, city and town both evince low levels of feeling overloaded with interpersonal contact. Another study, of an experimental nature, indicates that interaction with a stranger is avoided in the city as opposed to encouraged in a suburb or small town. These studies suggest that Milgram's hypothesis is too general and undifferentiated. (SJL)

ED 128 717 CG 010 825

Taylor, Anthony

A Psychological Services Program for Elementary Schools Coordinated and Operated by College Undergraduates.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 76

Grant—NIMH-25317-01

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April, 1976); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Students, *Delivery Systems, Demonstration Projects, Elementary Education, *Paraprofessional Personnel, Program Descriptions, Program Evaluation, *Psychological Services, Speeches, *Student Problems, *Testing

This paper describes a project designed to improve the delivery of psychological services in elementary schools. One component of the project involves individual undergraduate college students as "associates." As an associate, the student contributes to, or performs, all measures offered by the given school for children evidencing problems. Therapeutic collaboration with individual teachers is the associates' main responsibility. Although outcome measures did not evidence any program impact in comparison with control schools, it was found that the associates were performing competently, gaining acceptance by school personnel and establishing good rapport with families. This paper concludes with suggestions for the further training of such paraprofessionals. (SJL)

ED 128 718 CG 010 827

Bower, Eli M.

Cognitive Concepts of Emotional Education.

Pub Date [67]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

sociation (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Cognitive Development, *Cognitive Processes, *Emotional Development, Intellectual Development, Intelligence, *Mental Development, Speeches, *Structural Analysis, Symbolic Learning, Theories, *Thought Processes

This theoretical paper deals with a comparison of the structure and content of primary and secondary thought processes. While secondary processes (cognitive thinking) are effectively dealt with and taught in schools, there is little or no relating to the primary processes (affective thinking). This is due in part to teachers' own difficulties in handling the cognitive domain in their interactions. Primary and secondary processes are seen to have seven structural aspects: (1) Weight - secondary process thought is light while primary process thought is heavy; (2) Pathways - unlike secondary processes, primary processes are neither logical, clear, nor obviously related; (3) Time and Space - primary processes have little regard for the laws of nature while secondary processes are bound largely by them; (4) Operational Dialect - relationships that are acceptable to primary process thinking are impossible in secondary process thinking; (5) Sources of Energy - whereas primary process requires inputs and outlets to keep inner tensions in balance, secondary process seeks linkages; (6) Morality - the 'rightness' of emotional thinking is guided by the pleasure-pain principle as contrasted to the reality principle in intellectual thinking; and (7) Historical Antecedents - primary processes are part of the oldest neurological structures, whereas secondary processes obtain data from the sense organs. This metaphorical discussion should help teachers and parents to understand behavior which exceeds rational understanding. (Author/NG)

ED 128 719 CG 010 828

Warsett, Susan L.

Career Survey of 135 Ph.D. Recipients in Counseling and Student Personnel Psychology: University of Minnesota Graduates Between 1952 and 1972.

Pub Date [73]

Note—147p.; Master's thesis, University of Minnesota; not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Counselor Educators, *Counselors, *Doctoral Degrees, *Graduate Surveys, Guidance Personnel, Higher Education, *Occupational Surveys, *Student Personnel Work

The purpose of the study was to ascertain (1) the types of jobs the graduates possessed and (2) the relationships between previous employment or formal education and current employment. The factors most significantly related to one's present job were college employment, whether one's psychological base learned during the respondent's academic preparation was applied, and preceding job. The year the Ph.D. was granted was significantly related to one's first job; less than 33% of those who graduated prior to 1964 began in the fields of college counseling and counselor education, but of those who received their Ph.D.s in 1964-1972, more than 50% began in these fields. Almost 50% of the 1952-1963 graduates began their careers as either professors, student personnel administrators, or researchers, but these three fields were the start for only 15% of the graduates of the later time span. The number of fields responsible for the graduates' first job increased with the passage of time, showing that these people are entering a more diverse set of positions. (Author)

ED 128 720 CG 010 829

Medland, Michael And Others

Strong Designs for Behavior Analysis.

Pub Date [73]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Science Research, Behavior Change, Evaluation, Experiments, *Laboratory Techniques, Methods, *Research Design, *Research Methodology, Validity

Identifiers—*Behavior Analysis

This paper deals with two problems confronting the applied researcher using a behavior analysis approach. The first is concerned with the need for independence of behaviors, subjects and settings. The effectiveness with which the researcher can solve this type of problem depends on the researcher's emphasis on the examination of procedures, and not experimental design. Similarly, the external validity problems involved in reactive experimental arrangements and multiple treatment interference are experimental procedure problems rather than design problems. Confronting those problems in this manner enables the applied researcher to add to the bank of empirical knowledge on human behavior. An extensive appendix which reviews the sources of invalidity proposed by Campbell and Stanley suggests that many are inappropriate to behavior analysis designs. Seven designs are presented graphically. (NG)

ED 128 721 CG 010 830

Resnikoff, Arthur And Others

Training Counselors and Teachers in Behavioral Contracting: Three Years of Outcomes.

Pub Date Apr 76

Note—5p.; A collection of papers presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Counselor Training, Empathy, *In-service Teacher Education, Peer Teaching, Professional Training, *Program Descriptions, *Program Evaluation, *Teacher Role, *Training

With the increase in demands being made on faculty administrators to broaden educational services, the need for continued training is apparent (Lebosack and DeBlassie, 1975). Drug counseling, special education, teenage alcoholism, and other problems of society surface and simmer in the public schools. In the face of such challenges, a program was undertaken in the early 1970's to upgrade the skills of the educational staff of a suburban St. Louis school system. The training was planned to meet the changing educational needs of the school system by bringing the counselors closer to the "mainstream" of educational activity. There was a perceived need to allow faculty members a chance to work together and to become more cooperative. Training was developed which emphasized interpersonal skills that would be useful between faculty and students as well as between faculty members. The training program was spread out through the school year to maximize faculty contacts and to increase the chance of change. The three papers in this set discuss the rationale for the program, the description of the several phases of program development, and three years of program outcomes. (Author)

ED 128 722 CG 010 831

Rosenfield, Sylvia

Relationship of Children's Conceptual Tempo to Problem Solving and Creativity.

Pub Date [75]

Note—19p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Ability, *Concept Formation, *Creativity, Creativity Research, Elementary Education, *Elementary School Students, *Personality, *Problem Solving, Research Projects

The present study examines the role of conceptual tempo on creativity and problem solving. It was hypothesized that reflective children would do well on tasks involving an evaluation component, while impulsive children would do well on typical creativity tasks. Measures of creativity, assessing fluency, flexibility, and originality, as well as measures of problem solving, stressing an evaluation component, were administered to 101 white suburban fifth grade children. Using MFF scores, four groups were identified: reflectives, impulsives, fast-accurates and slow-accurates. Results indicated no significant differences among the conceptual tempo groups on any of the creativity or problem solving tasks. It is suggested that conceptual tempo may be less effective in

predicting differences in some aspects of cognitive functioning at this age. Examination of this hypothesis with younger children is recommended. (Author)

ED 128 723 CG 010 832

Murray, Frank B. Armstrong, Sharon L.
Adult Nonconservation of Numerical Equivalence.
Pub Date [75]

Note—22p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adults, Cognitive Development, *Cognitive Processes, Comparative Analysis, *Concept Formation, *Conservation (Concept), Correlation, Elementary Secondary Education, Experiments, Higher Education, *Learning, Research Projects, *Task Analysis

A conservation problem of numerical equivalence which 80% of adults reliably fail and 40% of third graders pass was developed, and responses of 188 subjects (Grades 2, 3, 5, 7, 9, 11 and college) to it and related number conservation and probability problems indicated that the differences in nonconservation were rooted in subjects' different evaluations of the relevancy of the conservation question and not as much in qualitative differences in inferential competence. Still, there was evidence that adults may make exactly the same kind of nonconservation errors as have been attributed to preoperational and concrete operational children. (Author)

ED 128 724 CG 010 833

Bryan, Clifford Horton, Robert
Athletic Events and Spectacular Spectators: A Longitudinal Study of Fan Aggression.
Pub Date Apr 76

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aggression, *Anti Social Behavior, *Athletics, *Audience Participation, *Behavior Patterns, College Students, Longitudinal Studies, Psychological Patterns, Research Projects, Social Attitudes, Sportsmanship, *Violence
Identifiers—*Spectators

Athletic programs in the public schools and colleges are often justified by assertions that competitive team sports build character and sportsmanship for participants and spectators, and that sports reinforce such school and community ideals as the virtues of competition, patriotism, and the desirability of healthy living. Spectator behavior at public and sporting events at an intermountain university was examined in order to determine the relationship between the type of athletic event and fan aggression. Violence and fan aggression were found to be directly associated with the type of athletic event; high body contact sports (football) tend to inspire the greatest aggression, while individualized sports (track) inspire the least; other crowd-related variables were also found to be influential. The characteristics of the "sports subculture," Short's aleatory factors of delinquency, the frustration-aggression hypothesis, and the concept of catharsis were employed in a functional explanation of the occurrence of spectator aggression. Ten hypotheses were developed and tested in support of the explanation, and recommendations for controlling or modifying spectator aggression are included. The authors suggest that individualized sports should be stressed more (along with the recommendations included for modifying spectator behavior) to counter the trend in sports violence. (Author)

ED 128 725 CG 010 834

Hackham, Laura D. McKenna, Kevin M.
The Relationship Between Selected Value Orientations of Adolescents and Those of Their Parents.
Pub Date 22 Apr 76

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, *Adults, Attitudes, Conference Reports, *Family Influence, High School Students, *Identification (Psychological), *Parent Child Relationship, Research Projects, Role Models, *Values

This study sought to determine the relationship between the values of adolescents and the corresponding values of their parents. The values were divided into six basic interests or evaluative attitudes; theoretical, economic, aesthetic, social, political, and religious. The sample consisted of 50 female Catholic high school students and their parents, thus the research findings are limited in their generalizability to such populations. The values were measured by the Allport-Vernon-Lindzey study of values test. The findings support the hypothesis that there is a negligible correlation between the value structures of adolescents and their parents in economic, aesthetic and political areas. Further, students rank significantly higher on the dimension of political, aesthetic and social values than do their parents, while parents rate higher in theoretical values. Generally the findings indicate a negligible relationship between parental and adolescent values, except in the area of religion where a moderate relationship was found. The data are interpreted as resulting from the child's expanding environment, leading to a less parent-centered environment and more independence in value judgments and the creation of value systems. (NG)

ED 128 726 CG 010 835

Blumenfeld, Phyllis C.
The Relation of Materialistic Values to Age, Socioeconomic Status and Sex.
Pub Date [72]

Note—38p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Age Differences, *Child Development, Comparative Analysis, Consumer Education, Elementary Education, *Maturation, Preschool Education, Research Projects, *Sex Differences, *Socioeconomic Influences, *Values

To assess beliefs related to materialistic values, a 45-item pair comparison questionnaire was administered individually to 120 middle and working class children in kindergarten, third and sixth grades. Item analysis revealed responses of older children were influenced by specific objects mentioned. In contrast, younger children responded more globally, so that overall they (1) preferred the acquisition of material goods to participation in social activity, (2) believed material goods are useful for attaining goals of status as compared to interesting activity or social acceptance, and (3) believed that the attainment of these goals depends on the possession of objects more than on relevant personal attributes. Significant differences between social class groups were also obtained. The findings suggest that as children mature, they become increasingly discriminating in their perception of the instrumental value of material goods for attaining desired ends and provide useful information for those interested in designing programs in value or consumer education. (Author)

ED 128 727 CG 010 836

Renick, Theodore F.
Self-Understanding and Self-Awareness in a Counselor Education Program.
Pub Date [75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counselor Training, Helping Relationship, Higher Education, *Humanistic Education, *Individual Development, *Performance Based Education, Program Descriptions, Program Evaluation, *Self Actualization, *Skill Development

The author describes a counselor education program based on the premise that self-understanding and self-awareness are as important as acquisition of skills, techniques, and knowledge for persons planning to enter the helping professions. In attempting to create a climate of high trust in which self exploration can occur, the faculty has implemented special features such as basic encounter groups, community meetings, open office policy, open classes, co-learning, and student feedback about their perceptions of the value of the program. Some of the problems of managing a humanistic student centered orientation within the framework of a competency-based

program are discussed. Limited data are presented showing how program emphases are viewed by former students and how competencies have been evaluated. Attention is also given to experimental procedures designed to specific counselor competencies. (Author)

ED 128 728 CG 010 837

Howe, John T. Edwards, Keith J.
The Effects of Parent-Child Relationships on the Development of Moral Character.
Pub Date Apr 76

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, College Students, *Developmental Psychology, Ethics, *Individual Development, *Moral Development, Moral Values, *Parent Child Relationship, *Personality Development, Research Projects, Speeches

This study investigates the parent-child relationship antecedents of a multidimensional model of moral character among late adolescents. The model posits that the configuration of five character dimensions explains the moral behavior displayed by an individual. The dimensions are moral knowledge, socialization, empathy, autonomy and ethical attitudes. Two parent-child dimensions relating to moral development are parental acceptance and parental control. The study hypothesizes that parental acceptance and moderately high control are positively related to character dimensions. The subjects are college students, and the study utilizes self-report and retrospective ratings of parent behavior. Significant correlations were found between the parent-child variables and two dimensions of moral character—socialization and empathy. Although, in general, the results are consistent with current trends, the findings regarding parental control are somewhat divergent. In the studied sample, the more permissive parental transactions with high acceptance and low control seem the most facilitative of moral character development. This is explained developmentally. (NG)

ED 128 729 CG 010 838

Verheyden-Hilliard, Mary E.
Cinderella Doesn't Live Here Anymore.
Pub Date Nov 75

Note—6p.
Journal Cit—Womanpower; p34-37 Nov 1975
(Special issue of Manpower Magazine)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Feminism, Labor Market, *Nondiscriminatory Education, *Sex Discrimination, Sex Role, *Sex Stereotypes, *Social Discrimination, *Vocational Education, Vocational Interests, *Womens Education

This paper, which initially appeared in the journal Womanpower, uses the Cinderella fairy tale as a parallel to the present situation of women in their preparation for and participation in the labor market. The federally supported vocational education programs are preparing female enrollees for staying in the home, as illustrated by the fact that 49.2% of all young women enrolled in federally authorized vocational education are studying home economics, and the remainder are in programs designed to provide preparation for homemaking, rather than training for work outside the home. Data is offered which indicates that today's girls will face a reality vastly at variance with the home role for which they are being prepared: (1) over half of women over 18 are in the work force; (2) married women can expect to work for 25 years; (3) one out of eight families is headed by a woman; and (4) child support by fathers in divided families is almost nonexistent. Though forbidden by Title IX, it is well documented that unequal treatment is still pervasive in federally funded vocational education. Some suggestions are offered as to how to change the present situation. (NG)

ED 128 730 CG 010 839

Kennett, Keith F. Grant, Edward
Family Environment, Socioeconomic Status and Academic Achievement.
Pub Date 75

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association, (83rd, Chicago, Illinois, August 30 to September 2, 1975); not available in hard copy due to marginal legibility of original document.

32 Document Resumes

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, College Students, *Family Environment, *Family Influence, Homogeneous Grouping, *Intelligence Factors, Research Projects, *Socioeconomic Status, *Upper Class

Numerous investigations have used father's occupation as the central index in reports showing, in heterogeneous samples, a definite relationship between socioeconomic status (SES) and measured intelligence on academic achievement in favour of the upper SES individual. Thus, commonly used terms have emerged, such as "middle-class bias" and "formal language." However, fewer studies, of homogeneous samples, have involved the family environment as an additional influence on behaviour. In a sample of male first-year university undergraduates, the study reports that, even after high school academic selection processes, verbal meaning (IQ sub-test) and verbal expression (Grade 12 subject) were significantly correlated with father's occupation (SES) and home environment "possessions," in favour of the upper SES individual. It would appear that formal education is still hindered or enhanced by the home situation. (Author)

ED 128 731 CG 010 840
Miller, H. R., Shields, E. E.
An Evaluation of an Intensive Pre-Practicum Training Program.

Pub Date [71]
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Counselor Evaluation, *Counselor Training, Empathy, *Evaluation, Microcounseling, Models, *Practicums, *Program Development, Program Evaluation, Research Projects, *Skill Development, Video Tape Recordings

An intensive week-long pre-practicum training program was developed, conducted, and evaluated. The objectives of the study were to investigate the feasibility of reducing the initial non-functioning period in a counselor training program and to explore the effects on the cognitive and behavioral functioning of beginning counselors. Eight beginning graduate students were trained for five days using microcounseling, interpersonal process recall, a communication model, and modeling of counseling interviews. Prior to and immediately after training, interview behavior and knowledge of empathic responses were assessed using a standard videotape-simulation counselor and an objective, multiple-choice test. The simulated client was used for stimulus control and the elimination of client risk. Results show the interview behavior of the trainees improved significantly; however, no improvement was found in ability to select the most empathic response. Implications for training programs and limitations of the study were discussed. (Author)

ED 128 732 CG 010 841
Shields, E. E. And Others
Choicepoint: A Peer Group Model for Facilitating Decision Making.

Pub Date [73]

Note—10p.; Paper presented at the annual convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcohol Education, College Students, *Decision Making, *Group Experience, Models, *Peer Groups, *Program Descriptions, *Program Evaluation, Self Evaluation, Young Adults

Choicepoint is the name of a peer-led decision making facilitation group for college age students. Decisions appear to be a major factor in maladaptive behavior, and prevention of problems may occur through responsible decisions and behavior. Choicepoint focuses on decision making in the areas of sex, alcohol, and drugs. A structured program to facilitate self-exploration and decision making is described, and member reactions and evaluations are discussed. Although Choicepoint is difficult to evaluate, and the present study is not definitive, the model appears promising. (Author)

ED 128 733 CG 010 842
Blai, Boris, Jr.
Harcum's Peer Resource Program.
Pub Date 76
Note—4p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Communication Skills, *Counseling Services, Decision Making, Helping Relationship, Interpersonal Competence, *Junior College Students, *Peer Counseling, *Peer Groups, Program Descriptions, Resource Guides, *Student Volunteers

Identifiers—Harcum Junior College.

This paper describes the Peer Resource Program established by Harcum Junior College. It is designed to provide, in addition to professional guidance personnel, student peer leadership and student personnel services to other students. The approach is based on the assumption that adolescents are generally more responsive to peer influences, pressures and controls. The program trained 26 students in communication skills, interpersonal skills, decision-making and group dynamics. The trained students then received resource materials for referral and informational purposes. The students so trained consider themselves mediators between students and faculty. The program has been in operation for one semester and appears to fulfill student needs. (NG)

ED 128 734 CG 010 843
Exploring Careers in Hospital and Health Administration: An Invitation to a Career in Health Administration.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—DHEW-HRA-76-41

Pub Date [76]

Contract—HRA-N01-MB-44175

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, *Administrative Personnel, *Career Exploration, *Career Opportunities, Guides, *Health Personnel, Higher Education, *Hospital Personnel, *Occupational Information, Vocational Counseling

This guide to career possibilities in hospital and health administration describes some of the skills required of a health or hospital administrator—interpersonal skills and managerial abilities; and also some of the varied tasks that such an administrator performs. It provides biographical sketches of several health administrators which illustrate both the type of training and the type of activities to be found among such personnel. The guide provides estimates of the types of earnings to be expected in the field; the personal requirements of health and hospital administrators; the ways to prepare for such a career; a list of graduate and undergraduate programs in health and hospital administration; the financial aid and work-study possibilities; some typical career titles; and selected sources of career information in hospital and health administration. (NG)

ED 128 735 CG 010 845
Bentley, Eloise
Children and Broken Homes: Sources for the Teacher.

Pub Date [75]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographies, *Children, Childrens Books, *Divorce, Elementary School Students, *Emotional Adjustment, *Family Problems, Instructional Aids, *One Parent Family, Resource Materials, Teacher Attitudes, *Teacher Role

The depreciating attitude toward family life in our society has intensified in the past few years. It is not unusual to find substantial numbers of children in a first grade classroom who live in broken homes. Divorce is the answer for more young couples than ever before, and as a result the children involved must face growing up with a parent absent. A six or seven year old in such circumstances may come to believe that his situation is abnormal and that he is inferior to his classmates. This may create an emotional attitude which works against the normal learning process. A teacher properly prepared can counter this tendency by reassuring the pupil as to his acceptability and thereby enhance his receptivity to instruction. This annotated bibliography lists materials that provide an introduction to the problem, and insights into ways the young child may rise above his or her situation. They can be used by the teacher as classroom resources. (Author/NG)

ED 128 736 CG 010 847
Flagg, Jean Hawkins, Walter
Bicycle Safety with the Mice Family.

Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.

Spons Agency—SCOPE, Stony Brook, N.Y.

Pub Date 74

Note—113p.

Available from—Donald M. Friedman, SCOPE, P.O. Box 254, Oakdale, New York 11769 (HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, Elementary School Students, Elementary Secondary Education, Instructional Materials, Junior High School Students, Safety, *Safety Education, School Safety, *Traffic Safety, *Workbooks

Identifiers—*Bicycle Safety

This 106-page workbook uses a question and answer format to present bicycle safety to students (elementary and/or junior high). The book is extensively illustrated, using a family of mice as characters throughout. Space is provided for students to write responses to questions. Topics covered include history of the bicycle, parts of the bicycle, maintenance of the bicycle, and manners and behavior while riding. (MPJ)

ED 128 737 CG 010 848
Selected Bibliography on Fair Employment.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date [76]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, *Bibliographies, Court Cases, *Employment, Employment Practices, Employment Problems, *Equal Opportunities (Jobs), Job Analysis, *Personnel Selection, Resource Materials, Test Bias, *Testing Problems

Identifiers—*Fair Employment

This select bibliography lists books, government documents, journal articles, monographs and legal citations about fair employment. The majority of entries relate to the employee selection and testing process and its ramifications. Titles are organized by topic: guidelines and standards, statistics, selection, legal aspects of testing, overviews and reviews, job analysis, test fairness, licensing and certification, and significant testing cases. Most entries have been published since 1969. (MPJ)

ED 128 738 CG 010 851
Agler, Linda S.

The Process of Supervision.

Pub Date Oct 75

Note—13p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Kansas City, Missouri, October, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Counselor Educators, *Counselor Training, *Practicum Supervision, State of the Art Reviews, *Supervision, Supervisory Activities, *Supervisory Methods, Surveys

This paper reviews research on supervision in counselor training. The author approaches supervision in counselor training as a continuum. At one end are those who see supervision primarily as a didactic activity and at the other extreme are those that stress the experiential, "counseling" approach to supervisory role. The two approaches demand very different behaviors from the supervisor—the first, lecturing explaining, etc.; the second, listening, understanding, reflecting. Approaches near the middle of the continuum utilize both didactic and experiential skills. There is little research on what comprises ideal supervisory behavior, not on what supervisors themselves view as ideal supervision. Several studies looked at what supervisors actually did, and their results are inconsistent. Research using behavioral analyses of supervisor activities is reported, and the general conclusion is that not enough is known as yet about supervisor behavior nor about the factors that make for successful supervision. (NG)

ED 128 739 CG 010 852
Ewens, William P.

Research and Postulates Related to a Behavioristic Theory of Career Development.

Pub Date [73]

Note—19p.; Paper presented at the Annual Convention of the North Central Association for Counselor Education and Supervision (Kansas City, Missouri, October 23-24, 1975); Best

copy available, figure 1 (chart) has been split onto two pages.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Theories, *Career Choice, *Career Education, *Humanistic Education, Models, Occupational Choice, Social Psychology, Systems Analysis, *Theories, *Vocational Development

The postulates for the behavioristic theory of career development are based on ideas that emerged from a systems analysis of career education. The systems analysis was structured to reflect the following definition of career education: Career education is composed of all the planned and incidental learning experiences of the individual that contribute to the development of attitudes, values and competencies relative to the world of work which are operational in making educational and vocational plans and to function on the job and to the development of a satisfying and contributing way of life. The postulates reflect the importance of perceptual psychology and research findings on manifest interest-perceived ability relationships. The postulates also recognize the birth to death concept of career development of persons of different socioeconomic levels. (Author)

ED 128 740

CG 010 853

Maroldo, Georgette K.

Multidimensional Scaling of the Cognitive Control Principle-Equivalence Range and Implications for Reading Comprehension.

Pub Date 31 Jan 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cluster Analysis, *Cognitive Measurement, Correlation, Elementary School Students, Intelligence Quotient, *Multidimensional Scaling, *Reading Comprehension, *Reading Research, Research Projects, *Sex Differences, *Statistical Analysis, Testing

This study investigated (1) relationships between reading comprehension, IQ, and equivalence range (ER) and (2) categorizing styles through multidimensional scaling and varimax rotation analysis. One hundred and six male and 97 female sixth-graders comprised three reading groups according to Metropolitan Achievement Test, Reading subtest, and Otis Quick Scoring Mental Ability Test. Alternate forms of Object-Sorting Test determined categorizing ability. Results show reading comprehension relates to two ER measures for female poor readers; intellectual ability to one ER measure for female good and poor readers and to another ER measure for overall good, overall poor, and male poor readers. Multidimensional scaling and varimax rotation disclose somewhat similar categorizing styles of good and average readers, while both seem different from that of poor readers. (Author)

ED 128 741

CG 010 854

Roberts, Betty H.

Mid-Career Change: Smoke or Fire?

Pub Date Mar 73

Note—87p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adults, *Career Change, *Interests, *Middle Aged, Occupational Guidance, *Older Adults, State of the Art Reviews, Theories, *Vocational Interests

Identifiers—*Midlife Career Change

There is increasing popular interest in the phenomenon of the successful professional or businessman who switches careers in middle age. There is little hard data available about the phenomenon although there is a great amount of psychological conjecture. This paper briefly reviews the various theories that attempt to explain midlife career change, and then focuses specifically on white collar or professional workers, from ages 35 to 60. It deals with the following aspects: a workable definition of career as it relates to job and leisure; a conceptual framework of the process by which one seems to become a career changer (the framework views career changing as deviant); a review of current literature; theories about career change; constraints on career change; some proposals for intervention; and some of the developing social movement responses. (Author/NG)

ED 128 742

CG 010 855

Roberts, Betty H.

Middle-Aged Career Dropouts: An Exploration.

Pub Date Oct 75

Note—20p.; Paper presented at the Annual Meeting of the Gerontological Society (28th, Louisville, Kentucky, October 26-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adults, *Career Change, *Dropouts, *Middle Aged, Occupational Guidance, Older Adults, *Professional Occupations, Research Projects, Speeches, *White Collar Occupations

Identifiers—*Midlife Career Change

This research deals with the phenomenon of the successful middle-aged careerist who drops out of his occupation into an alternate life style. These people are considered a subset of the growing numbers who change occupations in midlife, despite continuing success in their chosen career. There is some exploration of the philosophical and practical meaning for society of such practice. The research uses data obtained through interviews with 40 people who had dropped out of their careers. The research attempts to provide a composite picture of the dropout: his motivations for dropping out; his pre-dropout situation and personality; his present concerns and status; and the process of dropping out. The author notes that for these people values appear to have become less extrinsically centered—for example, money has become less important than autonomy; status less important than self-expression. Contrary to the author's expectations, the dropout is neither an "impulsive" nor a relatively high-risk-taking individual. There are two ways of viewing the phenomenon—either as a threat to society or as a benign act; both approaches are examined. (NG)

ED 128 743

CG 010 856

Hunter, Mary L., Ed.

A Report on the Proceedings of the First and Second Symposia on Education, Training, and Aging (Springfield, Massachusetts, November, 1974, and Portland, Maine, February, 1975).

New England Gerontology Center, Durham, N.H. Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—90-A-299/01

Note—67p.; Second printing.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age, *Conference Reports, Cross Cultural Studies, *Educational Gerontology, *Gerontology, Needs Assessment, *Older Adults, *Program Descriptions, Senior Citizens, Symposia

The symposia were sponsored by the New England Gerontology Center, New England Center for Continuing Education, Durham, New Hampshire. The purpose of the symposia was to provide trainers and others involved in continuing education for the elderly an opportunity to become better acquainted with current developments in gerontology and to discuss training curriculum and techniques best suited for their audiences. Participants included educators involved in teaching courses on aging, trainers of staff members of service programs for the elderly, and personnel from state and local aging programs. In the second symposium, there was special emphasis on educational services for older people themselves. The faculty consisted of leaders in the field of gerontology from throughout the New England region. These proceedings include some of the conference papers which deal with such topics as cross-cultural studies and program design and implementation. (Author/NG)

ED 128 744

CG 010 857

Hawley, Peggy

The State of the Art of Counseling High School Girls. Final Report. Fels Discussion Paper No. 89.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—P-0675-P

Pub Date Jun 75

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, Counselor Attitudes, Discriminatory Attitudes (Social), *Females, *Feminism, High School Students, Research Projects, Sex Role, *Sex Stereotypes, *Stereotypes, Surveys, *Work Attitudes

Identifiers—*Androgyny

A year spent in fulltime study of over 3,000 young women and counselors of both sexes in 13 schools shows that both groups have largely discarded the traditional stereotype of womanhood. Attitudes were measured on a continuum from dichotomous (gender-based) to androgynous (no sex referent). Counselors were significantly more androgynous than the girls they counsel. Self-report statements indicate that counselors are relatively more free of sex bias than their counselees. This tells more about what they say than about what they do. Girls miss the more subtle basic implications of feminism. Many think that women should work only if it doesn't interfere with domestic duties. They seem unaware that couples are increasingly sharing both domestic responsibilities and outside work. A strong positive relationship emerged between high I.Q. scores and androgynous attitudes. Although less strong, a significant relationship was found between attitudes toward sex roles and ethnicity. Anglos held the most androgynous attitudes followed by Asian Americans, Blacks and Chicanas. Affirmative Action has increased the demand for women in "blue collar" jobs yet this area is where discrimination is greatest and precisely where women need to develop a strong sense of themselves as women and as workers. (Author)

ED 128 745

CG 010 858

O'Malley, Patrick M. Bachman, Gerald G.

Self-Esteem and Educational Attainment: A Longitudinal Analysis.

Pub Date 22 Apr 76

Note—58p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, *Achievement, Correlation, Longitudinal Studies, *Males, National Surveys, Occupations, Research Projects, *Self Esteem, *Self Evaluation, Success Factors, *Young Adults

This paper explores the relationship between self-esteem, measured five times during a span of eight years, and the educational and occupational attainments of a nationwide sample of over 1600 young men. An overall increase in self-esteem was observed between the start of 10th grade (1966) and a point five years after high school (1974). Surprisingly, 10th grade self-esteem correlated better with eventual educational attainment (as of 1974) than did 1974 self-esteem. Longitudinal multivariate analysis led to the conclusion that factors associated with educational success become less central to self-evaluations during high school and the following years. (Author)

ED 128 746

95

CG 010 859

Boardman, Anthony E. Phillips, Barbara R.

Simultaneous Equations Models of the Educational Process for High and Low Achievers. Fels Center of Government Discussion Paper No. 89. Pennsylvania Univ., Philadelphia. Government Studies Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); For related documents, see ED 117120 and ED 097404

Available from—The School of Public and Urban Policy, University of Pennsylvania, 39th and Walnut Streets, Philadelphia, Pennsylvania 19174

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Achievement, Correlation, *Educational Environment, *High Achievers, High School Students, Low Achievement Factors, *Low Achievers, Research Projects, Secondary Education, *Self Esteem, Speeches

Separate simultaneous equations models for the educational process for high and low achievers are estimated with two stage least squares for a sample of the 12th grade Coleman data. The nine endogenous variables concern cognitive, non-cognitive, and attitudinal factors. The 48 exogenous variables concern demographic, home, peer, teacher, and school effects. Bias resulting from splitting the sample on the basis of the dependent variable is discussed. The results are

compared to those for the full sample and the reduced form models to distinguish findings that may arise from this bias. The results suggest that the educational process is similar for the two groups, but that the relationships among some of the endogenous variables and the effects of some exogenous variables are different. In particular, sense of control over the environment affects the achievement of low achievers but not that of high, while self-esteem affects the achievement of high achievers but not of low. Several school and teacher characteristics affect the achievement of high and low achievers differently, suggesting that school resources could be re-distributed to increase achievement. However, the results also suggest that such policies would have detrimental effects on other outcomes for students. (Author)

ED 128 747 CG 010 860

Sharf, James C.

Influence of Lawyers, Legal Language and Legal Thinking.

Pub Date 1 Sep 75

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Court Cases, *Ethical Values, *Lawyers, *Legal Responsibility, *Psychologists, Responsibility, *Role Theory, State of the Art Reviews, Theories, *Values

Identifiers—*Advocacy

The tensions that exist between the roles of the psychologist as a behavioral scientist and the lawyer as an advocate are examined in the context of Title VII litigation which brings these two professions into conflict in court. The Ethical Standards of Psychologists are contrasted with comparable but contradictory sections from the American Bar Association Code of Professional Responsibility. It is shown that while the behavioral scientist has been schooled in an environment where the preference is for cooperation, collaboration and committee work, the advocate is quite comfortable in an adversarial situation where conflicting viewpoints are sought as a basis for decision making. While the psychologist is deductive in his reasoning seeking to gain knowledge and explanations derived from broad generalizations, the advocate is inductive in his thinking about a particular factual situation. The implications of these conflicts are examined as they influence the roles assumed by the scientist and advocate in court. The legal language and legal procedure of a Title VII case are described and the implications of having case law define the future direction for the practicing industrial/organizational psychologist are briefly discussed. (Author)

ED 128 748 CG 010 861

Peterson, James A.

Frontiers in the Education of the Elderly.

Pub Date 30 Oct 75

Note—17p.; Not available in hard copy due to marginal legibility of original document; Speech given at the Annual Conference/Workshop of the Adult Education Association (25th, Salt Lake City, Utah, October 26-31, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education Programs, Adult Learning, *Educational Gerontology, Futures (of Society), *Gerontology, Leisure Time, *Needs, *Older Adults, *Senior Citizens, State of the Art Reviews

Demographic trends indicate a continued population rise among the elderly, suggesting an expanded market for adult education efforts. Early retirement, unemployment due to technological change, as well as the need for older workers to stay current in their fields all point in the direction of education of the elderly. The elderly report great concern with the growing violence in the nation, as well as with inflation, nutrition and general health. Classes under the direction of experts, with the fellowship of others like themselves, would help the aged feel better and learn things of practical importance to them. The aged do attend many of the classes that are offered today. Of critical importance for service to the aged is continued expansion of training programs for workers. (NG)

ED 128 749 95 CG 010 862

Gilbertson, Carlyle W.

How to Evaluate Career Education: or, Frustrations of a Third Party Evaluator. Excerpts from a Final Evaluation Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 23 Oct 75

Grant—OEG-0-71-1027

Note—41p.; Paper presented at the annual meeting of the North Central Association for Counselor Education and Supervision (Kansas City, Missouri, October, 1975); not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Articulation (Program), *Career Education, Elementary Secondary Education, *Evaluation Criteria, *Objectives, Program Descriptions, *Program Evaluation, Research Projects, *Vocational Development

The materials covered in this report are excerpts from a Final Evaluation Report of a project sponsored by USOE entitled "Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary, and Post-Secondary Schools. The writer was the third party evaluation team Director. Major objectives of the project were: (1) broad occupational orientation at the elementary and secondary schools to increase awareness of the world of work; (2) work experience, cooperative education and similar occupational experiences; (3) job entry skill training in vocational programs; (4) intensive occupational guidance and counseling in grade 11, and job and educational placement services for school leavers and graduates; and (5) continuation of programs with local funding. Process and product evaluation systems were developed which included data gathering from students, teachers, administrators, counselors, community and project staff. Instruments utilized were generated from existing standardized forms, other similar projects, and mostly newly developed ones for the project. A quasi-experimental design was employed within the limits of the established parameters of the project. Limitations influencing the evaluation were due to factors such as pre-determined control schools, weather, postal service, interrupted or changed school schedules, state laws, school policies, administrative organizations, money, project redirection and human differences. (Author)

ED 128 750 CG 010 863

Pendall, Kerry

Jobsearch: A Career Planning Course for Slow Learners in Secondary Schools.

Pub Date 75

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, *Career Exploration, *Career Planning, *Course Organization, Occupational Information, Pupil Personnel Services, Role Models, *Secondary Education, *Slow Learners

The dependence on sheltered learning environments often accorded the slow learner, combined with his inadequate self-concept and lack of realistic occupational exposure, can contribute to illogical decision-making skills, particularly in the area of employment. This course outline is designed to provide the slow learner with self-assessment tools, decision-making skills, occupational information, on-the-job exposure and final job placement. The use of role models, audiovisual aids and the student's own knowledge in a group setting will enable the slow learner to develop a sense of self-potency that will be the result of his own interest and effort. While this course has not yet been implemented, educators should find value in the course outline of activities and materials, and can adapt it to meet their particular needs. (Author)

ED 128 751 95 CG 010 864

Kalechofsky, Robert

An Investigation of the Mathematical Models of Piaget's Psychological Theory of Cognitive Learning. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—8-A-057

Pub Date Jun 71

Grant—OEG-1-9-080057-0103(010)

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Cognitive Development, Concept Formation, *Developmental Psychology, *Elementary Secondary Education, Learning Plateaus, *Learning Theories, Mathematical Concepts, Mathematical Logic, *Mathematical Models, Mathematics Instruction, *Psychological Studies, Research Projects, Thought Processes

Identifiers—*Piagetian Theory

This research paper proposes several mathematical models which help clarify Piaget's theory of cognition on the concrete and formal operational stages. Some modified lattice models were used for the concrete stage and a combined Boolean Algebra and group theory model was used for the formal stage. The researcher used experiments cited in the literature and demonstrations to determine the appropriateness of the models. With some reservations which are cited in the research, the mathematical models were quite consonant with the cognitive stages they were designed to describe. (Author)

ED 128 752 CG 010 865

Reid, Grace S.

A Group Therapy Approach to the Treatment of Coronary Heart Patients.

Pub Date 74

Note—56p.; Master's thesis, University of Saskatchewan (Canada).

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cardiac (Person), *Group Therapy, Health Personnel, Interaction Process Analysis, *Intervention, *Patients (Persons), Physical Health, Preventive Medicine, *Psychological Characteristics, *Questionnaires, *Research Projects, Self Esteem

This study investigates the coronary heart patient's "here and now" feelings and attitudes toward his illness prior to and following group treatment. This study also attempts to investigate the change in a patient's acceptance of his heart condition. To measure the change in general health level, a questionnaire was administered to eight patients who had experienced coronary heart attacks within the past 18 months. The questionnaire was administered prior to group therapy and on the last night of therapy eight weeks later. Supplementary information was obtained from a structured interview with each patient. Results suggest that group treatment is useful in assisting the coronary victim to understand and accept his illness, and that the coronary patient who has been through group treatment may make a more adequate psychological adjustment to living with a coronary condition. (Author/MJ)

ED 128 753 CG 010 870

Walker, Betty A.

Counselor Education: A Professional Dialogue.

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (Los Angeles, California, February 15-17, 1975); Best copy available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conferences, Counseling, *Counselor Educators, *Counselor Training, *Graduate Study, Higher Education, *Needs Assessment, *Program Evaluation, State of the Art Reviews, *Training, Workshops

The faculty of the Department of Counselor Education at the University of Southern California, Los Angeles, invited members of various Departments of Counselor Education at neighboring universities to discuss the current status of Counselor Education. Topics of concern and interest included present and innovative teaching programs; student, client and community needs; shortcomings of training approaches; goals and proposed methods of their achievement. As an outgrowth of this area meeting, a workshop was conducted at the 1975 CPGA Convention, sponsored by the USC Department of Counselor Education. Various invited counselor educators met with an audience composed of counselors with former and current students from various counselor education departments. The problems discussed at this open forum included those that had evolved from the initial meeting prior to the convention. Varying viewpoints were shared relative to the issues under discussion. The most controversial topics presented and discussed were the ineffectiveness of training counselors for appropriate community involvement and lack of continuing education for counselors. Criticisms of training in these areas were strongly voiced.

mainly by former students who are currently counseling practitioners. (Author)

ED 128 754 CG 010 962

Fuller, Edward And Others
Implementing Competency Based Counselor Preparation: A Resource Manual. Prototype No. 1.

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Univ., Corvallis. School of Education.

Spons Agency—Division of Manpower Development and Training, BAVT.

Pub Date Sep 73

Note—304p.; For related documents, see CG 010 962-965

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Bibliographies, Counselor Educators, *Counselor Training, Educational Alternatives, Higher Education, Manuals, *Performance Based Education, *Program Descriptions, *Program Development, Resource Guides

This resource manual presents an overview of the Manpower and Community College Training Program (MCCCP) developed in cooperation with Oregon State University and the Northwest Regional Educational Laboratory. Described are the processes related to the development of competency statements and evaluative criteria, program operation (instruction), program operation (management), granting of credit and assignment of grades. The bulk of this manual is devoted to a collection of instructional resource materials which are related to the various areas of the training program. These bibliographic citations are organized by area: counseling techniques, staff relationships, client information and referral services, manpower programs, assessment, career development, the labor market, evaluation of counseling effectiveness, supervision and drug use and abuse. (SJL)

ED 128 755 CG 010 963

Fuller, Edward And Others

A Competency Based Training Program for Manpower Counselors. Fourth Revision.

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Univ., Corvallis. School of Education.

Spons Agency—Division of Manpower Development and Training, BAVT.

Pub Date Sep 73

Note—200p.; For related documents, see CG 010 962-965; Rough Draft was first presented at Inter-AMIDS Guidance and Counseling Workshop, September 27-October 1, 1971; Pages 174-175 may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Behavioral Objectives, Counselor Evaluation, *Counselor Training, *Employment Counselors, Higher Education, *Learning Activities, *Manpower Development, Manuals, *Performance Based Education, Program Descriptions, Training Objectives, Training Techniques

This manual presents a training program developed from an assessment of what the manpower counselor must be able to do based upon the overall goals of manpower training. The training package is divided into eight general competency areas: counseling techniques (individual and group), staff relationships, client information and referral services, populations served by Manpower Programs, assessment, career development, the labor market and evaluation of counseling effectiveness. Each general competency area consists of statements of learning objectives, descriptions of learning activities and statements indicating what evidence will be accepted regarding attainment of the learning objective. This package also includes pre-assessment material designed to assess the entry level knowledge and skills of counselors, and criterion tests for the programmed instruction in occupational information, career development and psychological assessment. (SJL)

ED 128 756 CG 010 964

Fuller, Edward And Others

A Competency Based Training Program for Manpower Counselors: Instructor's Key to Pre-assessment Materials. Fourth Revision.

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Univ., Corvallis. School of Education.

Spons Agency—Division of Manpower Development and Training, BAVT.

Pub Date Sep 73

Note—161p.; For related documents, see CG 010 962-965; Rough draft first presented at the Inter-AMIDS Guidance and Counseling Workshop, September 27-October 1, 1971; Pages 124-125 may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Answer Keys, *Counselor Selection, Counselor Training, Criterion Referenced Tests, *Employment Counselors, *Evaluation Methods, Higher Education, *Performance Based Education, *Pretesting, Teaching Guides

This manual contains the criteria against which the Manpower and Community College Counselor Training Program pre-assessments are evaluated. These pre-assessments are conducted using materials that have been designed to assess the entry level knowledge and skills of program counselor trainees. The criteria are viewed as the best collective judgment of what standards are to be upheld in counseling performance. The actual pre-assessment materials range in scope from self-evaluation to counseling knowledge and application. Also included are the appropriate responses for the criterion tests completed during the programmed instruction phase of the training program. The criterion tests relate to such areas as occupational information, job development and psychological assessment. (SJL)

ED 128 757 CG 010 965

Fuller, Edward And Others

Core Counseling Competencies: A Manual for Self-Growth. Rough Draft.

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Univ., Corvallis. School of Education.

Spons Agency—Division of Manpower Development and Training, BAVT.

Pub Date Sep 75

Note—418p.; For related documents, see CG 010 962-965

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Autoinstructional Aids, Counselor Evaluation, *Counselor Training, Educational Objectives, *Individual Development, Manuals, *Performance Based Education, *Personal Growth, *Self Evaluation

This manual was created for the practicing counselor as a supplement to whatever formal counselor training he or she may have received. It contains information regarding some of the most critical competency areas as well as a variety of other resources upon which the counselor may draw for further study or assistance. The manual is divided into 12 sections which represent the following major competency areas: individual counseling techniques, group counseling techniques, the counseling of culturally diverse clients, drug and alcohol counseling, interviewing skills, psychological assessment, career development, economic self-sufficiency planning, referral strategy, accountability methods and information resources. Each section contains a statement(s) of learning objective(s) followed by a pre-test covering the information in that section. This manual is a resource for increasing counselor awareness while providing a quick information source. (Author)

CS

ED 128 758 CS 002 747

Reid, Ethna

School Reading Programs: Criteria for Excellence.

Pub Date Nov 75

Note—14p.; Paper presented at the Annual Meeting of the Language Communications Conference (28th, Pittsburgh, November 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Beginning Reading, Educational Research, *Effective Teaching, Grade 1, Primary Education, Program Content, *Reading Instruction, *Reading Programs, *Teacher Characteristics

Identifiers—ECRI, *Exemplary Center for Reading Instruction

Studies by the Exemplary Center for Reading Instruction and others reveal that teacher characteristics account for beginning readers' performance more than do program characteristics. To be most successful in acquiring reading skills,

pupils need teachers who provide enough time for practice in skills, who can prompt (model, demonstrate) the correct response but gradually phase out prompting, who can elicit responses from pupils, who can diagnose and prescribe instantly when incorrect responses occur, who believe in the students' ability to learn, and who employ consistent behavior-management techniques. In order to achieve excellence, teachers should be aware of these characteristics and be able to apply them. In addition, the identification of reading and language arts skills, the utilization of inservice education, and the development of positive esteem for the teacher role are essential. (KS)

ED 128 759 CS 002 922

Chappell, Harold L. Layton, James R.

Planning Inservice Education for Improving Teaching and Learning Skills in Reading and Related Language Arts.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Responsibility, Annotated Bibliographies, Elementary Secondary Education, Inservice Programs, *Inservice Teacher Education, *Language Arts, Principals, *Program Development, *Program Planning, *Reading, Teacher Education

School principals must assume responsibility for initiating inservice education programs to improve reading and language arts teachers' skills and to promote quality education. Discussions provided in this paper focus on the following questions in the development of effective inservice programs: What is the nature and definition of inservice education? Who should assume responsibility for program development? When should programs begin and how long should they last? How is a sequential program planned and implemented? How are programs used to effect change? What techniques of presentation or patterns of organization exist for conducting dynamic, relevant sessions? How are educational changes, emerging as a result of inservice education, controlled administratively? An annotated bibliography provides a concise selection of professional inservice educational materials to aid program planners. (KS)

ED 128 760 CS 002 923

Wilson, Susan I.

A Content Analysis of Kindergarten Reading Curricula in Thirteen Large American Cities.

Pub Date 76

Note—101p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Beginning Reading, *Curriculum Guides, *Early Reading, Kindergarten, Masters Theses, Primary Education, *Reading Instruction, *Reading Programs, *Reading Readiness, Reading Research, Urban Areas

After a review of the research related to the feasibility of initiating reading instruction before first grade, kindergarten curriculum guides from 13 large cities were studied and analyzed. These analyses indicated a trend toward less postponement of reading instruction, though reading readiness still tended to be defined in terms of oral language skills rather than in terms of visual skills. Most cities evaluated student progress through informal teacher assessment rather than through formal testing of specific skills. Individual and small-group instruction was stressed, although easy-to-read books and writing supplies for pupils were rarely mentioned. Only one of the 13 guides mentioned the need to adjust subsequent instruction to advances made during the kindergarten program. (Author/AA)

ED 128 761 CS 002 924

Berger, Allen, Comp. Peebles, James D., Comp.
Rates of Comprehension: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 76

Note—49p.

Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 329, \$2.50/non-member, \$1.50 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Conditioning, Information Processing, Measurement, *Reading Comprehension, Reading Improve-

ment, Reading Skills, *Reading Speed, Sex Differences, Study Skills, Tachistoscopes, Visual Perception

This booklet is a revision of an earlier annotated bibliography, "Speed Reading," compiled by Allen Berger in 1967 and revised in 1970. The 82 entries are arranged alphabetically by author in the following ten categories: tachistoscope and controlled pacing, paperback scanning, flexible rates of comprehension, retention of gains, perception, processing information, studying, conditioning, sex differences, and measurement. (JM)

ED 128 762 CS 002 925
Allen, P. David, Ed. Watson, Dorothy J., Ed.
Findings of Research in Miscue Analysis: Classroom Implications.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Oct 76
Contract—NEC-400-75-0029
Note—256p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 17333, \$6.95 non-member, \$6.75 member)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
Descriptors—Bibliographies, Decoding (Reading), Elementary Education, Language Usage, *Miscue Analysis, *Oral Reading, Phoneme Grapheme Correspondence, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Research, *Research, Semantics, Syntax, *Taxonomy

Intensive studies of children's miscues in oral reading were conducted from 1965 through 1974 by researchers at Wayne State University. This volume contains the concepts and assumptions underlying that research, the basic research design, the complex nature and function of the Goodman Taxonomy of Oral Reading Miscues, the findings of the research, and its implications for reading instruction. Appendixes include the latest Goodman Taxonomy of Reading Miscues, a brief description of the oral reading miscue studies discussed throughout the volume, and a bibliography of related writings. (JM)

ED 128 763 CS 002 926
Billups, Lovely
Using "The New York Times" to Teach Reading.

Pub Date 76
Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Grade 6, Intermediate Grades, *Newspapers, Program Descriptions, *Reading Instruction, *Reading Materials, *Reading Programs, *Teaching Techniques

Identifiers—New York Times
The innovation of an instructional program utilizing "The New York Times" to teach reading skills to an ethnically and educationally diverse group of sixth graders resulted in an overwhelmingly positive response from students. The wide range of subject matter in "The Times" had something for every student, regardless of interests or reading ability. Peer interaction and a variety of activities were stimulated: vocabulary exercises, mock stock-market exchanges, identification of famous people, book selection for the school library, and so on. (KS)

ED 128 764 CS 002 927
Deffenbaugh, Sue A.
Commercially-Produced Skills Management Systems Based on the Diagnostic-Prescriptive Model; Modular Sequence: Diagnostic-Prescriptive Teaching of Reading.

Hartford Univ., West Hartford, Conn. Coll. of Education.
Pub Date [1976]

Note—14p.; Teacher Corps Cycle X Project
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Diagnostic Teaching, Elementary Secondary Education, Evaluation, *Instructional Aids, *Instructional Materials, *Reading Instruction, Reading Materials, *Reading Skills, *Systems Approach, Teacher Education

This learning guide helps teachers to understand the typical steps used in the construction of commercially produced, educational skills-

management systems; to describe a representative set of such materials in the field of reading (the Wisconsin Design for Reading, the SRA "Diagnosis: An Instructional Aid," the Croft Word Attack and Comprehension System, the SARI kit, and Power Reading); and to discuss the advantages and disadvantages of commercially produced diagnostic-prescriptive materials. (KS)

ED 128 765 CS 002 928
Deffenbaugh, Sue A.
Diagnostic-Prescriptive Approach; Modular Sequence: Diagnostic-Prescriptive Teaching of Reading.

Hartford Univ., West Hartford, Conn. Coll. of Education.
Pub Date [1976]

Note—26p.; Teacher Corps Cycle X Project
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Diagnostic Teaching, Elementary Secondary Education, Goal Orientation, *Individualized Instruction, *Reading Instruction, Student Evaluation, *Systems Approach, Teacher Education, Teaching Guides, Teaching Methods

The purpose of this learning module is to instruct reading teachers in the technique of diagnostic-prescriptive teaching, an individualized mastery plan in which learning strategies are implemented on the basis of each student's particular needs. Activities, including reading assignments, observations, and active participation, are suggested in order to facilitate teachers' formulation of behavioral reading goals for their students. Step-by-step explanations of testing procedures, goal-setting, instruction, and retesting are provided. (KS)

ED 128 766 CS 002 929
Oldefendt, Susan J.
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date 76

Note—17p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, Educational Testing, Elementary Secondary Education, Measurement, *National Competency Tests, *Reading, Reading Ability, *Reading Achievement, Reading Tests, *Test Results
Identifiers—NAEP, *National Assessment of Educational Progress

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read Effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds. Background information and results for both tests are discussed, with tables of findings illustrating the text. (JM)

ED 128 767 CS 002 930
Lamberg, Walter J.
Accuracy in Measuring Oral Reading in English by a Student with a Spanish Language Background.

Pub Date 75
Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Tests, English, Higher Education, *Informal Reading Inventory, *Miscue Analysis, *Nonstandard Dialects, *Oral Reading, Reading Research, Spanish Americans

This study examined the accuracy of teacher-candidates in conducting an informal oral-reading inventory, in English, of a student whose English exhibited Spanish language features. In one test, subjects recorded, analyzed, and scored an inventory; in a second, they analyzed and scored miscues which were already recorded. Subjects had training and experience in using inventories. The subjects were highly accurate in determining a reader's reading level and in distinguishing

between miscues that were Spanish features and those that were not. It was concluded that differences between the language of teacher and student may not be a problem when teachers use informal, objective, individualized diagnostic instruments. (Author/AA)

ED 128 768 CS 002 931
Clements, Paul
The Effects of Staging on Recall from Prose.

Pub Date 76
Note—198p.; Ph.D. Dissertation, Cornell University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-14,848, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Learning Theories, *Prose, *Reading Processes, Reading Research, *Recall (Psychological), Serial Ordering

Identifiers—*Staging
Four experiments were conducted to determine whether staging, or the prominence given to various segments of information through manipulation of prose structure, affects recall of the content of prose passages. In all of the experiments, pairs of passages were used in which members of each pair had identical content but different staging patterns. Strong support was found for the hypothesis that content segments would be recalled better from passages in which they were staged at a high level. Furthermore, it was shown that, by using staging rules, it was possible to mimic the serial position effect or to destroy it at will. Results suggested that staging has its major effect on the acquisition of information but may also influence processes of retrieval and of forgetting. (Author/AA)

ED 128 769 CS 002 932
Allington, Richard L.
Reading Researchers: Where Are They Being Trained? Or How Does Your Program Rate?

Pub Date 76
Note—7p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Doctoral Programs, Doctoral Theses, Evaluation Criteria, *Faculty Evaluation, Graduate Study, Higher Education, *Program Evaluation, *Reading, *Reading Research
Identifiers—*Outstanding Dissertation Award

After listing criticisms of previous rankings of doctoral programs in reading, a new ranking is suggested, based on results of the International Reading Association's Outstanding Dissertation Award. This ranking shows little correlation with previous studies using other methods. The University of Alberta has produced the largest number of award recipients, followed by the University of Chicago. (AA)

ED 128 770 CS 002 933
Hensler, Vicki
A New Option in Adult Basic Education: The Adult Performance Level High School Diploma.

Pub Date 76
Note—5p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, *Basic Skills, Career Exploration, *Functional Illiteracy, *High School Equivalency Programs, Literacy Education, *Social Adjustment, Social Disadvantage

Identifiers—*Adult Performance Level, APL
This paper describes the Adult Performance Level (APL) project, an alternative to external high school diplomas such as the General Educational Development (GED) test. Based on the need for "functional literacy" or "functional competency," the program teaches basic skills (reading, writing, speaking, listening, communication, computation, problem solving, and interpersonal dynamics) and general knowledge in the areas of consumer economics, occupational awareness, health, community resources, and government and law. In addition, the program teaches specific coping skills appropriate to individual goals in one of three categories: occupational/vocational, advanced academic, or advanced specialization (such as homemaking). (KS)

ED 128 771 CS 002 934
Scales, Alice M. And Others
A Community Operated After School Reading Program.
Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*After School Programs, *After School Tutoring, Community Involvement, Curriculum Guides, Elementary Secondary Education, Program Descriptions, *Reading Improvement, Reading Instruction, *Remedial Reading Programs

This after-school remedial reading program is designed to make it possible for people without extensive training to improve the reading skills of community children. Competencies to be achieved, criterion behaviors for instructors, criterion behaviors for children, and instructional materials are outlined. Suggestions are included for budget guidelines (based on four instructors, four aides, and sixty pupils), staff qualifications, and evaluation procedures. (AA)

ED 128 772 CS 002 935

Basic Reading Instruction for Students in Automotive Occupations. Student's Handbook. General Behavioral Systems, Inc., Torrance, Calif.

Spons Agency—Division of Manpower Development and Training, BAVT.

Pub Date 71

Note—199p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Reading Programs, *Auto Mechanics, *Basic Reading, Course Content, Curriculum Guides, *Decoding (Reading), Phonetics, Phonics, Reading Materials

The basic reading course outlined in this student handbook emphasizes the decoding process. The contents consist of a letter-and-sound spelling chart and 87 course modules which are based on single-letter and letter-combination sounds. Many of the modules include exercises, and some contain reading material. (JM)

ED 128 773 CS 002 936

Literacy in Development: The Second Step. Final Report of Second Experts Meeting on the Production of Training Materials in the Field of Functional Literacy, Dizine, Iran, 24-29 May, 1976.

German Foundation for International Development, Bonn (West Germany); International Inst. for Adult Literacy Methods, Tehran (Iran).

Pub Date Sep 76

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Adult Reading Programs, Conference Reports, *Literacy, Literacy Education, *Nonformal Education, Training

This report contains two main sections and three appendices (reports of the working groups and summaries of workshop reports in Zaire and in Sierra Leone). Section one reviews the rationale, design, and intended use of the training monograph series, "Literacy in Development," which focuses on the needs of the middle-level literacy workers and treats both basic literacy operations and nonformal education programs. This section also summarizes the recommendations of the first panel of experts, which convened in West Berlin in 1975. Section two of the report summarizes the recommendations of the second panel of experts, which met in Dizine, Iran, in May 1976. The purposes of that meeting were to examine the role of training in the promotion of nonformal education and to discuss additional manuscripts in the training monograph series. (JM)

ED 128 774 CS 002 937

I Read, You Read, We Read; I See, You See, We See; I Hear, You Hear, We Hear; I Learn, You Learn.

American Library Association, Chicago, Ill. Children's Services Div.

Pub Date 71

Note—104p.; Prepared by the Committee on Library Service to the Disadvantaged Child Available from—American Library Association, 50 E. Huron St., Chicago, Illinois 60611 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Childrens Literature, *Disadvantaged Youth, Elementary Secondary Education, Films, *Instructional Materials, *Reading Materials, Reading Material Selection

This annotated bibliography focuses upon works suitable for use with disadvantaged children. Books, stories, poems, films, and recordings are listed separately for preschool children and for age groups 5 to 8, 9 to 11, and 12 to 14. A concluding section lists other useful resources for adults working with children. (AA)

ED 128 775 CS 002 938

Lewis, Harry

The Second Step Reading Program, Units 1-3, Teacher's Edition; and Readings.

Pub Date 75

Note—257p.

Available from—College of Saint Rose, 432 Western Avenue, Albany, New York 12203 (Teacher's Edition \$15.00, Readings \$6.00, 1 set of Units \$4.50—Each set consists of 3 units)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Reading Comprehension, *Reading Improvement, Reading Materials, *Reading Programs, *Reading Speed, Reading Tests, Secondary Education

The reading program outlined in this teacher's guide provides mature students who are reading word by word with a method that will enable them to read by phrases, sentences, and paragraphs in order to take advantage of redundancy and contextual clues. The program is designed to increase reading speed to between 300 and 700 words a minute. This document contains a pretest, three units containing a total of 47 appropriate reading exercises, and a posttest and supplement (both with answers). An additional document contains a variety of readings which may be used. (JM)

ED 128 776 CS 002 939

Krause, Mary Louise

The Effects of Increasing Teacher Competencies as Related to Improved Secondary Student Reading Scores.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Philosophy, *Inservice Teacher Education, Learning Laboratories, *Reading Achievement, Reading Difficulty, Reading Instruction, Reading Research, *Remedial Reading, Secondary Education, *Teacher Attitudes

Identifiers—Comprehensive Tests of Basic Skills, Slide O Gram Individualized Perceptual Program

The effects of a teacher-training program on the reading scores of 49 students enrolled in special learning-center classes were investigated in a sample of 49 seventh- through twelfth-grade students. Four reading teachers who participated in inservice training classes were pre- and posttested to determine attitudes toward child-centered educational policies and practices and toward progressive educational practices. Students were pre- and posttested using the Comprehensive Tests of Basic Skills and the Slide-O-Gram Individualized Perceptual Program. Results indicated that teachers were biased toward progressive, child-centered approaches at both pre- and posttesting. Students showed an average gain of one year in reading skills. (Author/AA)

ED 128 777 CS 002 941

Odland, Norine, Comp.

New Books for Young Readers.

Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date Feb 75

Note—101p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adolescent Literature, *Annotated Bibliographies, *Booklists, *Childrens Books, *Childrens Literature, Elementary Secondary Education, Reading Materials

This annotated bibliography of new trade books provides selections appropriate for young people ranging from age three to young adulthood. All books have been classified by their publishers as books for young people, differentiated from those for adults. Part one lists selections intended for readers between the ages of 3 and 13. Part two details those works more suited for those over the age of 13. A separate index provides a listing of books by title. (KS)

ED 128 778 CS 002 942

Medina-Spyropoulos, E.

Some Findings on Predicting Reading Performance at the Kindergarten Level.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Kindergarten, *Language Development, *Perceptual Motor Coordination, *Predictive Ability (Testing), Primary Education, *Reading Ability, Reading Readiness, *Reading Readiness Tests

Findings concerning the relationship of perceptual-motor and oral-language organization to later reading achievement are discussed in relation to a predictive battery of 15 tests. It was concluded that the predictive efficacy of the tests depends on the degree to which they measure integrative ability rather than on the specific skills measured. (AA)

ED 128 779 CS 002 943

Chaplin, Miriam T.

Practical Applications of Erik Erikson's Theory to College Reading Instruction and Interpretation.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, Florida, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developmental Psychology, *Developmental Stages, Higher Education, *Personality Development, *Psychological Characteristics, *Reading Instruction, Theories Identifiers—*Erikson (Erik)

Responses of four people to the book "Future Shock" are analyzed in relation to Erik Erikson's theory of personality. Results were interpreted as support for Erickson's theory and as illustration of how people interpret written language in terms of their own situations and life histories. In general, adults applied more detached and objective interpretations and sought meanings relative to a wider society. Adolescent responses tended to be more subjective and egocentric. Implications for reading instruction are briefly discussed. (AA)

ED 128 780 CS 002 944

Jeremiah, Milford A.

A Survey of College Textbooks for Freshmen Students (A Case for Comprehension).

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, Florida, October 20-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Freshmen, *Reading Comprehension, Sentences, *Sentence Structure, Surveys, *Textbook Evaluation

A survey of 968 sentences from 20 different college texts used by freshman students revealed that active sentences were the most prevalent of sentence types. Next in order were passives, gerunds, pseudo clefts, factives, infinitives, and clefts. The author found that students made mistakes more frequently in distinguishing actives from passives and vice versa. He suggested that college teachers review basic sentence types with their students, as an aid to reading comprehension. (Author)

ED 128 781 CS 002 947

Cook, Jimmie E., And Others

The Effect of Neurological Impress on Reading-Disabled Children with Auditory Perception Impairments.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Auditory Perception, Elementary Secondary Education, Learning Disabilities, Program Evaluation, Reading Difficulty, *Reading Instruction, Reading Research, *Remedial Reading Programs, Teaching Methods

Identifiers—*Neurological Impress Method

The neurological impress approach to remedial reading was investigated in a spring session involving 20 children and in a summer session in-

volving 24 children. Children ranging in age from 7 to 14 were paired according to age and intelligence and then were assigned randomly to experimental or control treatments. All were at least a year behind in reading achievement and had low auditory-perception scores. Instruction was administered on a one-to-one basis by graduate students trained in carrying out the impress method. Subjects were pre- and posttested for word recognition, oral comprehension, and silent comprehension. Significant differences favoring the experimental group were found for oral reading comprehension and silent reading comprehension in both sessions, and for word recognition during the summer session. Problems such as fatigue and the need for close supervision of the instructional program are discussed. (AA)

ED 128 782 CS 002 948

Palmieri, Robert A., Ed.
[Reading Teacher Education.]
Pub Date Jul 76

Note—33p.

Journal Cit—Epistle; v3 n3 Entire Issue Jul 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Doctoral Programs, Higher Education, *Reading, Reading Instruction, State Legislation, State Standards, *Teacher Certification, *Teacher Education, *Teacher Educators

This issue of "Epistle," the publication forum of Professors of Reading Teacher Educators, contains three papers as well as the regular features on job openings and on miscellaneous facts. Titles and authors of the articles are: "Doctoral Education in Reading: The State of the Art," by Richard Allington; "The Virtues of Being a Toad and What That Has to Do with Doctoral Programs in Reading," by Kemble Oliver; and "Highlights of Legislative and Certification Changes in Eighteen States: Another Eighteen States Report," by Kemble Oliver. (JM)

ED 128 783 CS 002 951

Rupley, William H.
Teacher Instructional Emphases and Student Achievement in Reading.
Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, Florida, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Reading Achievement, *Reading Development, *Reading Instruction, Reading Research, School Surveys, *Teaching Methods, *Teaching Procedures

Samples of third- and sixth-grade teachers were classified as associated with students of high or low achievement in reading. Significant differences between grade levels were found in responses to a survey of teacher emphases in reading instruction. There were no significant differences in emphases for teachers of high- or low-achieving students. Differences between grade levels reflect word-attack skill development in the primary grades and comprehension skill development in the intermediate grades. (Author/AA)

ED 128 784 CS 002 952

Graves, Michael F., And Others
Structuring Reading Activities for English Classes.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Nov 76

Contract—400-75-0029

Note—36p.; Theory & Research Into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 47704, \$1.50 non-member, \$1.40 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Content Reading, *Directed Reading Activity, *English Curriculum, *Learning Activities, *Reading Assignments, *Reading Development, *Reading Instruction, Secondary Education, Teaching Methods

This booklet begins with a rationale for a strategy for structuring reading activities in the English classroom in order to facilitate growth in reading ability and to accommodate students with varying initial levels of achievement. Specific sug-

gestions are provided for prereading activities, the reading itself, and postreading activities. A bibliography related primarily to the theoretical rationale for the activities is included. (AA)

ED 128 785 CS 002 953

Reading in America: A Perspective on Two Assessments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-06-R-01

Pub Date Oct 76

Contract—OEC-0-74-0506

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.05)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Gains, Elementary Secondary Education, Factual Reading, National Competency Tests, *National Surveys, Negro Achievement, *Reading Ability, *Reading Achievement, Reading Comprehension, Reading Improvement, *Reading Skills, Sex Differences

Identifiers—NAEP, *National Assessment of Educational Progress

Results from the first and second rounds of the reading assessment conducted by the National Assessment of Educational Progress are discussed and compared, with conclusions based on comments by a panel of six reading specialists. Changes in reading ability between the 1970-1971 and 1974-1975 school years are dependent on the age of the pupils and the type of reading required. For nine-year-olds, improvement was recorded in all reading skills, but was most noteworthy in reference skills. Black nine-year-olds improved even more dramatically than did nine-year-olds as a whole, which the panel suggested might be attributed to successful intervention programs in the primary grades. Reading ability at ages 13 and 17 changed little. Both ages improved slightly in literal comprehension but declined in inferential comprehension. Students of all ages demonstrated little difficulty in comprehending literal, straight-forward written material, but comprehension dropped off quickly as soon as the tasks became more difficult. Girls read better than did boys, at all age levels. (Author/AA)

ED 128 786 CS 002 954

United States Certification Requirements in Reading.

International Reading Association, Newark, Del.

Pub Date 76

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Disabilities, Preservice Education, *Reading, *Remedial Teachers, Specialists, *State Standards, *Supervisor Qualifications, *Teacher Certification, *Teacher Qualifications

Certification requirements in reading are listed for the United States and its territories. Separate entries describe requirements in effect or under development for elementary classroom teachers; secondary school teachers in subjects other than reading; reading teachers, specialists, consultants or supervisors; and learning disabilities specialists. (AA)

ED 128 787 CS 002 957

Holt, Janet And Others

Oral Language Skills: Key to Developing Reading Comprehension.

Pub Date 76

Note—45p.; Paper presented at the Annual Meeting of the International Reading Association

(21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Diagnostic Teaching, *Language Development, *Language Skills, Lesson Plans, Listening Skills, Oral Communication, *Oral Expression, Primary Education, *Speaking Activities, *Speech Skills, Teaching Guides

This booklet provides a set of learning objectives and a continuum of skills, to facilitate development of a diagnostic/prescriptive program in oral-language development. Listening skills for response to sounds, rhymes and poems, directions, and stories are defined. Also included are an individual student profile, a class profile,

additional prescriptive activities, a listing of commercial materials to supplement the program, and a bibliography. Appendixes provide examples of "fingerplays" (exercises combining speaking and hand movements), rhymes and poems, short stories, and choral readings. (KS)

ED 128 788 CS 002 968

Far Out: Some Approaches to Teaching the Speculative Literature of Science Fiction and the Supernatural.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date 74

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavioral Objectives, Bibliographies, Curriculum Guides, Fantasy, *Fiction, Films, *Literature Appreciation, *Science Fiction, Secondary Education, Short Courses

This curriculum guide contains course descriptions (for minicourses and semester-long courses), outlines, and class projects for teaching science fiction and the supernatural in junior and senior high schools. The eight course descriptions include objectives, methods, activities, and resources and materials. Lists of science fiction books and films are appended. (JM)

ED 128 789 CS 002 854

Wright, Donald K.

Magazines and Their Importance as a Major Agricultural News Source in Rural America.

Spons Agency—Wyoming Univ., Laramie. Coll. of Arts and Sciences.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (College Park, Maryland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agriculture, *Information Sources, Media Research, *News Media, Periodicals, Post Secondary Education, *Rural Farm Residents, Television, *Use Studies

Identifiers—Wyoming

Telephone interviews were conducted with 112 residents of three rural Wyoming counties to determine sources of general and agricultural news and patterns of media use. Results indicated that farm and ranch news is gained from all facets of the mass media, but that magazines are used as a source more than is any other medium. Magazine usage was highest in the more rural areas of Wyoming; magazines were also listed as the source most people would want to keep if they could have only one source of farm and ranch news. Television was the major source of general news and was also rated as the source most would want to keep if they could only have one source of general news. Although television was rated as the most believable general news source, magazines were rated more highly than is usual in research of this nature. (Author/AA)

ED 128 790 CS 002 856

Christians, Clifford G.

Jacques Ellul and Democracy's "Vital Information" Premise. Journalism Monographs No. 45.

Association for Education in Journalism.

Pub Date Aug 76

Note—45p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Democracy, Information Dissemination, *Information Theory, Information Utilization, *Journalism, *News Media, *News Reporting, Philosophy, Propaganda

Identifiers—*Ellul (Jacques)

In the course of elaborating "la technique," Jacques Ellul stoutly contradicts the democratic assumption that citizens can have sufficient information to participate knowledgeably in the governing process. "La technique" converts message systems into propagandization networks and erects an inflexible boundary which democracy cannot cross. Contemporary media are not information channels, but purveyors of sociological propaganda. The propaganda process produces a crystallized and self-justified person, entailing two corollaries: information and propaganda are identical concepts, and public opinion does not result from knowledgeable use of information but is simply a crowd's unpredictable arousal over political fads. In Ellul's analysis, the alternatives--

direct participation through technological improvement, refurbishing viable intermediary groups, and relying on intellectuals—all flounder. The choice that is left is unpleasant: either democracy must utilize propaganda, which is by nature antidemocratic, or it will perish. (Author/AA)

ED 128 791 CS 202 878

Vairo, Frank Marion, Jr.
The Relationship between Story Writing Skills and Achievement in Other Selected Language Skills.

Pub Date 76
Note—218p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,936, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Doctoral Theses, Educational Research, Elementary Education, *Language Skills, Language Usage, *Measurement Instruments, Reading Comprehension, Spelling, *Story Telling, Test Validity, Vocabulary Skills, *Writing Skills

Identifiers—*Story Writing Scales

This study investigated the effectiveness of the Story Writing Scales of the Personalized Progress Assessment set in determining the writing capabilities of fourth, sixth, and eighth graders and assessed the relationship between students' story-writing competencies and their achievements in reading comprehension, vocabulary, usage, and spelling. Twelve heterogeneous classes (four classes from each of grades four, six, and eight) were randomly chosen from the Highlands School District, Tarentum, Pennsylvania. Ninety compositions were chosen randomly from those written by 285 children and were scored by the researcher and by three other evaluators. In all three grades, significant relationships among the different language variables were shown to exist. The validity of the Story Writing Scales as a testing instrument was proven through significant correlations with teachers' holistic ratings and through differences between grade levels for mean scores in quality of thinking, sentence and paragraph development, and mechanics variates. (Author/KS)

ED 128 792 CS 202 906

Campbell, Laurence R., Comp.

A Tentative List of Doctoral Dissertations, Masters' Theses, and Investigative Studies on High School Journalism in 1974.

Quill and Scroll Studies, Tallahassee, Fla.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Doctoral Theses, Educational Research, Faculty Advisors, *Instruction, *Journalism, *Mass Media, Masters' Theses, *Production Techniques, Public Relations, Secondary Education, *Student Publications

The dissertations, theses, and studies included in this list are concerned with one or more of the following four factors in high school journalism: instruction in journalism, mass media, and related areas; production of student publications and similar media; the human equation—staff members and teacher/advisers; and public-relations aspects of student media. The list includes 42 annotated entries for 1974 and 67 annotated entries for the seven years from 1966 through 1973 (data on studies prior to 1974 are incomplete). (JM)

ED 128 793 CS 202 907

Long, David, Ed.

I Am an Unknown Greatness; Poems & Notes from Montana's 1974-75 Poetry-in-the-Schools Program.

Montana State Arts Council, Missoula.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note—64p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Creative Writing, Elementary School Students, Elementary Secondary Education, High School Students, *Poetry, *Poets, Student Developed Materials, *Teaching Methods

Identifiers—*Poets in the Schools

A project of the Montana Arts Council Poetry-in-the-Schools program, this book contains a selection of poems by elementary and secondary level students and discussions of the program by participating poets. The poems and discussions are divided into the following sections: "Open Window"; "In Light of Five Hours," by Ann Weisman; "Group Poems"; "Missoula's Poet-in-School Program," by John Holbrook; "Blues & Brights"; "Poems in High School," by David Long; and "I Grew Wings." Included are a section on recommended resources, an index of contributors, and a list of participating schools. (LL)

ED 128 794 CS 202 908

Strebeck, Ray, Ed. Bonifay, Rosemary, Ed.

Middle School Language Arts Skills Objectives Guidebook: Grades 6,7,8.

Escambia County Board of Public Instruction, Pensacola, Fla.

Pub Date 76

Note—208p.

EDRS Price MF-\$0.83 HC-\$1.17 Plus Postage.

Descriptors—Composition (Literary), *Course Objectives, Curriculum Guides, Elementary Secondary Education, Language, *Language Arts, Literature, Middle Schools, Nonverbal Communication, Oral Communication, *Skill Development

The program outlined in this guide provides course objectives, organized for three grade levels, under the following five major language arts strands: nonverbal communication, oral communication, literature, written communication, and language. Objectives are presented in a logical teaching sequence for each of the language arts strands, with descriptions of the desired skills and of sample exercises and suggested activities. Appendixes contain a list of state (Florida) accreditation standards for middle school language arts, a table of language arts skills objectives, and a lesson plan which makes use of seventh grade skills objectives. (JM)

ED 128 795 CS 202 909

Kahl, June, Comp.

Non-Stereotyped Indian Literature: A Bibliography.

Pub Date Aug 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indian Culture, *American Indians, *Annotated Bibliographies, *Bibliographies, *Childrens Books, *Childrens Literature, Elementary Education, Ethnic Stereotypes, Literature Guides

The books in this selected bibliography about American Indians have been chosen for their authenticity of content and their nonstereotyped portrayal of Indians. Intended to serve as a guide for teachers of children in grades four through eight, selections have been divided into three groups: nonfiction—primarily history and art; legends, poetry, and songs; and fiction. Brief annotations are provided for approximately half the citations. (Author/KS)

ED 128 796 CS 202 910

Trager, Robert Dickerson, Donna L.

College Student Press Law.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Coll. Publications Advisers, Terre Haute, Ind.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Sep 76

Contract—NEC-400-75-0029

Note—93p.

Available from—NCCPA Publications, School of Journalism, Lasher Hall, Ohio University, Athens, Ohio 45701 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Role, *Censorship, College Students, *Court Litigation, *Freedom of Speech, Higher Education, *Journalism, Legal Problems, School Newspapers, *School Publications, *Student Publications, Teacher Role

Identifiers—First Amendment, *Press Law

This monograph acquaints advisers, administrators, and students with college press law as it now stands, based on court decisions concerning official student publications and underground newspapers. Chapters focus on the status of the First Amendment on the college campus with re-

gard to student publications, the question of permissible control and censorship by administrators, the role of the publications adviser as teacher or censor, the legal responsibilities of student publications, advertising, and additional matters of concern. (KS)

ED 128 797 CS 202 911

Carr, Marianne

The Importance and Use of Quality Literature in the Classroom.

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childrens Literature, Educational Philosophy, Elementary Education, Language Arts, *Literature Appreciation, Periodicals, Reading Materials

Identifiers—*Cricket, *Literary Quality

The author argues that children learn best when they are exposed to literature of good quality, such as that chosen for her magazine, "Cricket." With literature as the focus, the good teacher can develop a fully correlated language arts program. Using quality material in a lively and entertaining manner, "Cricket" lays foundations for the humanities, the social sciences, and the sciences. (AA)

ED 128 798 CS 202 912

Lewis, John

American Literature: Study Guide and Reading List. Revised.

Dallas Public Library, Tex.

Pub Date 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *American Literature, Drama, Females, *Independent Reading, *Independent Study, *Literary Criticism, Literary History, Negro Literature, Post Secondary Education, *Reading Materials, Study Guides

Intended for use by adult readers who wish to independently continue their education at the college level, this study guide and reading list, compiled for the Dallas public library system, provides suggestions for the study of American literature. Readings from the works of major authors from each of the following historical periods are recommended: The age of exploration and colonization (c. 1570-c. 1770: Edwards, Taylor, Winthrop, etc.); the age of Federalism (c. 1770-c. 1820: Franklin, Cooper, etc.); the age of romanticism (c. 1820-c. 1850: Melville, Poe, Emerson, etc.); the age of realism and naturalism (c. 1850-c. 1910: James, Whitman, Dreiser, etc.); and the modern age (c. 1910-c. 1950: Eliot, Hemingway, Faulkner, etc.). Also included are suggestions for the selection of drama, literature written by women or blacks, and literary criticism, as well as a list of other study guides available through the library system. (KS)

ED 128 799 CS 202 913

Petty, Mary E., Comp.

Suspense Books to Read to Primary Children: A Bibliography.

Pub Date Aug 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Childrens Books, *Childrens Literature, *Oral Reading, Primary Education, *Reading Materials

The selections contained in this annotated bibliography were chosen with the assumption that primary-level children often prefer having read to them more complex books than the picture books with simple text that they are able to read themselves. Books listed which are suitable for reading aloud to children contain, to some extent, an element of suspense, but have concepts and language simple enough for ready understanding. (Author/KS)

ED 128 800 CS 202 914

Cook, Elizabeth

The Ordinary and the Fabulous: An Introduction to Myths, Legends and Fairy Tales. Second Edition.

Pub Date 76

Note—177p.

Available from—Cambridge University Press, 32 East 57th Street, New York, New York 10022 (\$15.95 cloth, \$5.95 paper)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Biblical Literature, *Childrens Books, *Childrens Literature, Classical Literature, Elementary Education, *Folklore Books, German Literature, *Legends, Medieval Romance, Mythic Criticism, *Mythology, Reading Materials

Written for teachers, for students who intend to be teachers or librarians, and for storytellers in general, this book interprets the familiar legends and tales (Greek, Scandinavian, German, and Celtic myths and legends; Arthurian romances; the Old Testament; and fairy tales) and describes how they can best be told to children. Parallel accounts of well-known stories are discussed in order to illuminate the problems of storytelling. A detailed annotated bibliography of books for both children and teachers provides a survey of collections of myths, organized according to place of origin; works on the interpretation of myths; and books on children's literature in general. (KS)

ED 128 801 CS 202 915

Cluett, Robert

Prose Style and Critical Reading.

Pub Date 76

Note—309p.

Available from—Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$15.00 cloth)

Document Not Available from EDRS.

Descriptors—Data Bases, *Language Patterns, Language Styles, *Literary Analysis, Literary Conventions, Literary Criticism, Literary History, *Literary Styles, *Prose, *Syntax, Textual Criticism

Identifiers—*York Computer Inventory of Prose Styles

This book is based on the York Computer Inventory of Prose Style, which seeks to provide a quantitative description of the syntactic characteristics of the literary language of specific authors over the last 400 years. After a brief theoretical introduction and a description of texts and sampling procedures, the discussion turns to specific analyses of style: characteristics of the sentence, of stylistic types, of three major authors (Sidney, Hemingway, and Carlyle) in relation to their contemporaries, and of historical changes in style as reflected in the works of the authors in the York Inventory. (AA)

ED 128 802 CS 202 916
Associated Writing Programs. 1975 Catalogue of Programs.

Associated Writing Programs.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bachelors Degrees, Catalogs, *College Programs, *Creative Writing, Directories, *Graduate Study, Higher Education, Masters Degrees, Program Descriptions, *Undergraduate Study

Identifiers—*Associated Writing Programs

This catalogue provides full information on most graduate degree programs in writing in the United States, with additional information on a number of undergraduate programs. In addition, the various functions and services of the Associated Writing Programs (AWP) are described. Two short sections, "Creative Writing at an Urban Campus," and "The M.F.A. and the University," examine, respectively, the innovation of an undergraduate writing program at the Virginia Commonwealth University and the origins and implications of the Master of Fine Arts degree. (KS)

ED 128 803 CS 202 917

Mathes, J. C., Stevenson, Dwight W.

Designing Technical Reports: Writing for Audiences in Organizations.

Pub Date 76

Note—387p.

Available from—The Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$14.95 cloth)

Document Not Available from EDRS.

Descriptors—Audiences, *Communication Skills, *Composition Skills (Literary), Engineering Education, Higher Education, Post Secondary Education, *Technical Reports, *Technical Writing, *Writing Skills

This book, written for engineering students and young practicing engineers, provides a systematic

approach to the design of technical communication: the communication process, audience analysis, and the design and writing of technical reports. Focus is on the questions that a writer must answer in order to compose clear and effective reports: who is to read the report, what do they want to know, what does the writer want to accomplish, and how should the report be structured to meet these needs? (KS)

ED 128 804 CS 202 918

Ford, James, Comp. And Others

Report on the Working Conference on the SCRDT (Stanford Center for Research and Development in Teaching) Black English Tests for Teachers (February 19-20, 1976). Occasional Paper No. 15.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-OP-15

Pub Date Aug 76

Contract—NIE-C-74-0049

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conference Reports, *Language Tests, *Minority Groups, *Negro Dialects, *Teacher Attitudes, Teacher Education, Teacher Evaluation, Test Construction

Identifiers—*Black English, *Teacher Knowledge

This report summarizes the proceedings and outcomes of a working conference of experts, scholars, and educators, held at Stanford University on February 19-20, 1976. The goal of the conference was to discuss and improve tests constructed as part of an effort to improve the teaching of children who speak one or more varieties of Black English. The tests deal with teachers' knowledge and attitudes related to the history and structure of Black English and reading instruction. Presentations of the tests, discussions in small working groups, comments and criticisms in a general session, and a panel discussion with members of the community all led to the incorporation of a number of important modifications in the preliminary versions of the tests. (Author)

ED 128 805 CS 202 919

[Scope and Sequence Language Arts Curriculum Guide, K-8.]

Oceanside Union Free School District 11, N.Y.

Pub Date 74

Note—129p.; Prepared by the Language Arts Resource Committee

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Composition (Literary), Curriculum Guides, *Educational Objectives, Educational Resources, Elementary Secondary Education, Grammar, Journalism, *Language Arts, *Learning Activities, Listening, Reading, Speaking, Study Skills, Word Study Skills

The curriculum for language arts outlined in this document charts the specific objectives and corresponding activities for kindergarten through eighth grade, in the following areas: listening, reading, study skills, individual word forms, mechanics and usage, composition, and journalism. In addition to the curriculum guide, this document also contains model lessons, a checklist for the evaluation of reading readiness, an individualized reading inventory form, an outline of a primer-individualized reading program, sample learning packets, a simplified bibliographic form, a list of inventory aids to correct punctuation, and a list of resources. (JM)

ED 128 806 CS 202 920

Smith, Ron

The Supervisor of In-Service Training in Small Programs: A Basic Job Description.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, College Supervisors, Composition (Literary), *English Instruction, Higher Education, *Inservice Education, Responsibility, Supervisor Qualifications, *Supervisors, *Teaching Assistants, *Training

Supervisors of teaching assistants in small English programs should have no other supervisory obligations, should be given released time, and should meet four qualifications: above average as

a teacher of lower-division students, experienced in pedagogical learning theory, excellent in human relations, and experienced in trainee supervision. In addition, realizing their primary function is to help trainees to become accomplished teachers of composition, supervisors need to conduct orientation workshops and weekly seminars; to visit classes frequently, with follow-up conferences; to open their basic writing classes to visiting teaching assistants; to provide a communally used syllabus; and to evaluate assistants' performances. (A bibliography accompanies this paper.) (JM)

ED 128 807 CS 202 921

Womack, Nancy

Teaching Poetry to Adolescents: Nine Principles Plus One.

Pub Date [75]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, *Creative Writing, *Literature Appreciation, *Poetry, Secondary Education, Student Motivation, Student Projects, Student Publications, *Teaching Methods, Video Tape Recordings

In stimulating students to read, study, and appreciate poetry by having them write poetry, it is helpful to devise ways to show off student work. Three ways of displaying student poetry which have proved to be successful are the publication of a class poetry magazine, the collection of one-line metaphors on a single subject (some of these metaphors can be used on the "thought for the day" board, along with lines from famous poets), and the production of a slide/tape presentation consisting of poetry read aloud, accompanied by guitar music and corresponding photographs. (JM)

ED 128 808 CS 202 923

Perisho, Priscilla, Comp.

Interfaith Relations in Children's Books: A Bibliography.

Pub Date Aug 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Amish, *Annotated Bibliographies, *Childrens Books, *Childrens Literature, Elementary Education, Jews, *Reading Materials, *Religious Cultural Groups, *Religious Differences

Identifiers—Mormons, Quakers

Compiled to help teachers guide their students toward better understanding of people whose religious beliefs are different from their own, this annotated bibliography includes historical and fictional selections about the comparison of religions, the Society of Friends (Quakers), the Jewish people, the Mennonites (Amish), the Mormons, and others. Although the books cited are intended for use primarily by children in the elementary grades, some selections may also be appropriate for older students. (Author/KS)

ED 128 809 CS 202 924

A Directory of American Fiction Writers. 1976 Edition.

Poets and Writers, Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 76

Note—122p.

Available from—Publishing Center for Cultural Resources, Inc., 27 West 53 St., New York, New York 10019 (\$10.00 cloth, \$5.00 paper); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 11726, \$5.00 non-member, \$4.70 member)

Document Not Available from EDRS.

Descriptors—American Literature, *Authors, Check Lists, Creative Writing, *Directories, *Educational Resources, *Fiction, Organizations (Groups), *Poets, Workshops

Identifiers—State Arts Councils

The primary purpose of this annual directory is to help groups and individuals locate contemporary, American fiction writers. Information about more than 800 fiction writers and poets who also write fiction (organized geographically by state) includes current addresses, teaching preferences, and most recent publications. For authors who are interested in teaching and reading assignments, addresses of the 50 state arts councils and a listing of organizations that sponsor programs involving fiction writers and poets are provided. A service section suggests books, films, reference

sources, and services of use to both authors and sponsors. A checklist for organizing a reading or workshop is also included. (KS)

ED 128 810 CS 202 925
Elgin, Suzette Haden
A Primer of Transformational Grammar for Rank Beginners.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75
Note—29p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 36931, \$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Generative Grammar, *Generative Phonology, *Phonology, *Phrase Structure, *Sentence Structure, *Structural Grammar, *Transformational Generative Grammar, *Transformations (Language), *Transformation Theory (Language)

This booklet is intended to enable the beginner in the field of transformational grammar to read and gain information about much of the contemporary scholarly literature on grammar (of foreign languages as well as of English). Sections in the book discuss phrase structure grammar; transformational rules—movement rules, insertion rules, substitution rules, and deletion rules; the advantages of understanding transformational grammar; and phonology. (JM)

ED 128 811 CS 202 926
Donelson, Ken, Ed.

Adolescent Literature Revisited after Four Years.
Arizona English Teachers Association, Tempe.

Pub Date 76
Note—255p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00546, \$4.95 non-member, \$4.50 member)

Journal Cit—Arizona English Bulletin; v18 n3 Entire Issue April 1976

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Adolescent Literature, *Adolescents, *Annotated Bibliographies, *Booklists, *Interest Research, *Reading Habits, *Reading Instruction, *Reading Interests, *Reading Materials, *Secondary Education, *Student Attitudes

The articles collected in this bulletin survey a wide range of topics concerning adolescent literature. Some of the titles included are "Seven Myths about Adolescent Literature" (Paul B. Janeczko), "The Book as Enemy" (Thomas Weaver), "Popular Non-Fiction Titles for Adolescents" (Norma Russell), "Values and Paperback Power" (Nel Ward), "An Approach to Sex Roles in Secondary Literature" (Dianne Bettis), and "An Annotated Bibliography of Recent Fiction about Native Americans" (Norma Inkster). Other articles examine the significance of death in adolescent literature; provide discussions of fantasy literature, literature and television, and student attitudes toward reading; interpret the role of the teacher; and research the habits and interests of adolescent readers. (KS)

ED 128 812 CS 202 927
Donelson, Ken, Ed.

Non-Print Media and the Teaching of English.
Arizona English Teachers Association, Tempe.

Pub Date Oct 75
Note—168p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 33533, \$3.50 non-member, \$3.15 member)

Journal Cit—Arizona English Bulletin; v18 n1 Entire Issue October 1975

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Audiovisual Aids, *Bibliographies, *Censorship, *Classroom Materials, *English Instruction, *Film Production, *Film Study, *Instructional Films, *Mass Media, *Multimedia Instruction, *Radio, *Secondary Education, *Teaching Methods, *Television

The more than 30 articles in this issue of the "Arizona English Bulletin" focus on various aspects of using nonprint media in the English classroom. Topics include old radio programs as modern American folklore, slide shows, not-so-obvious classroom uses of the tape recorder, the inexpensive media classroom, cassettes in the

remedial classroom, censorship, study of television programs, evaluation guidelines for multimedia packages, problems involved in a high school filmmaking program, and student film festivals. Additional material includes a list of 101 short films and a question-answer section on film teaching. (JM)

ED 128 813 95 CS 202 928
Hawkins, Thom

Group Inquiry Techniques for Teaching Writing.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Nov 76

Contract—400-75-0029

Note—47p.; Theory & Research Into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 18976, \$1.50 non-member, \$1.25 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Group Activities, *Group Discussion, *Group Dynamics, *Grouping (Instructional Purposes), *Higher Education, *Inquiry Training, *Questioning Techniques, *Small Group Instruction, *Teaching Methods

The small size of college composition classes encourages exciting and meaningful interaction, especially when students are divided into smaller, autonomous groups for all or part of the hour. This booklet discusses the advantages of combining the inquiry method (sometimes called the discovery method) with a group approach and describes specific grouping techniques and their accompanying teaching strategies. Included is a sample form for student evaluation of group performance. (JM)

ED 128 814 CS 202 929
Mullis, Ina V. S.

Highlights and Trends from National Assessment: Writing and Change in Writing Skills.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date 76

Note—27p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Tests, *Composition Skills (Literary), *Creative Writing, *Educational Testing, *Elementary Secondary Education, *Measurement, *National Competency Tests, *Scoring, *Testing, *Test Results, *Writing Skills

Identifiers—NAEP, *National Assessment of Educational Progress
The National Assessment of Educational Progress uses a variety of test items and scoring techniques in measuring the writing achievement of three age groups—nine, thirteen, and seventeen year olds. This document discusses the holistic scoring of essays, including mechanical correctness and grammatical usage; the primary-trait method of scoring, with types of discourse rated according to their purposes; and the checking of content on a presence/absence basis. Included are tables of findings, examples of essays, background questionnaires, and scoring guides. (JM)

ED 128 815 CS 202 930
Thumler, Debra L.

Friendship Values in Children's Books: A Bibliography.

Pub Date Aug 76

Note—12p.; Compiled at the Dept. of Library Science, Southern Oregon State College

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Childhood Friendship, *Childrens Books, *Childrens Literature, *Early Childhood Education, *Elementary Education, *Friendship, *Values

The 70 children's books annotated in this bibliography deal with children's friendships. Entries are listed alphabetically by author and indicate appropriate grade or reading level. (JM)

ED 128 816 CS 202 931
Broadcast Advertising and Children; Hearings before the Subcommittee on Communications of the Committee on Interstate and Foreign Com-

merce, House of Representatives, 94th Congress, First Session, July 14-17, 1975.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date Jul 75

Note—501p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Broadcast Industry, *Children, *Elementary Secondary Education, *Government Role, *Mass Media, *Programming (Broadcast), *Publicize, *Radio, *Television, *Television Commercials

Identifiers—Federal Communications Commission, Federal Trade Commission, House Subcommittee on Communications

The committee examined testimony concerning the problems associated with broadcast advertising directed toward children, the amount and content of such advertising, and the regulatory functions of the Federal Communications Commission and the Federal Trade Commission in this area. (KS)

ED 128 817 CS 202 932
Davis, James E., Ed.

Teaching Shakespeare.

Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.

Pub Date 76

Note—78p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 52325, \$3.30 non-member, \$3.00 member)

Journal Cit—Focus: Teaching English in Southeastern Ohio; v2 n3 Entire Issue Spring 1976

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Debate, *Drama, *English Literature, *Humanism, *Instructional Materials, *Literature Appreciation, *Poetry, *Secondary Education, *Teaching Methods, *Theater Arts

Identifiers—*Shakespeare (William)

This issue of "Focus: Teaching English in Southeastern Ohio" contains articles about teaching Shakespeare, student summaries of a Shakespeare conference held at Ohio University-Zanesville in April 1976, and suggested projects for teaching poetry writing. It also contains lists of materials and articles related to the teaching of Shakespeare, and debate topics which clarify ideas in Shakespeare. Titles of articles are: "Report on the Zanesville Shakespeare Conference"; "Pluck Out the Heart of My Mystery: How to Bring Shakespeare to the Boondocks, and Other Places"; "Methods that Work with 'Julius Caesar'"; "The Arm'd Rhinoceros and Other Creatures: Shakespeare's Language and the Reluctant Reader"; "Classroom Presentations of Shakespeare"; "Getting Straight with Shakespeare's 'The Merchant of Venice'"; "Humanism as the Key to Shakespeare's Relevance"; and "Some Notes on Shakespearean Acting and Sundry Ramblings on the State of the American Theatre." (JM)

ED 128 818 95 CS 202 933
Loban, Walter

Language Development: Kindergarten through Grade Twelve. NCTE Committee on Research Report No. 18.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-7-0061

Pub Date 76

Contract—OEC-4-7-070061-3102

Note—156p.; For earlier report see ED 001 875

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 26545, \$3.75 non-member, \$3.50 member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Child Language, *Composition Skills (Literary), *Elementary Secondary Education, *Failure Factors, *Language Development, *Language Fluency, *Language Handicaps, *Language Patterns, *Language Research, *Longitudinal Studies, *Success Factors, *Syntax, *Transformations (Language)

This monograph reports a longitudinal study of the language development of 211 pupils as they progressed from kindergarten through twelfth grade. Data include transcribed interviews, written compositions, reading and IQ scores, listening scores and ratings, teachers' ratings on specified language factors, and reports of books read. Results concentrate on differences among three subsamples: 35 pupils rated high in overall language ability by their teachers, 35 rated low, and 35 selected randomly from the total group. Differences between pupils who use language effectively and those who do not are described, as are the stages, velocity, and relative growth of the children's language during the 13 years of the study. Appendixes provide samples of transcripts, compositions, instruments, and methods of analysis. (AA)

ED 128 819 CS 202 935

Leymore, Varda Langholz.

Hidden Myth: Structure & Symbolism in Advertising.

Pub Date 75

Note—199p.

Available from—Harper & Row, Publishers, Inc., Scranton, Pennsylvania 18512 (\$10.00 cloth)

Document Not Available from EDRS.

Descriptors—*Mass Media, Mythology, *Periodicals, Philosophy, *Publicize, *Structural Analysis, *Symbols (Literary), *Television Commercial

Identifiers—Levi Strauss (Claude)

This discussion of advertising treats it as a communication system analyzable in structuralist terms. Building on the approaches of Levi-Strauss and others, the discussion begins with a general introduction to structuralism and goes on to outline the specific methodology adopted in this study. The approach is illustrated in two contexts: static advertising in a magazine campaign and dynamic advertising in a television campaign. These analyses suggest that there are certain fundamental themes, or Exhaustive Common Denominators (ECDs), underlying the surface appearance of advertising campaigns. A separate chapter examines the effect of these ECDs upon market response, finding significant correlations between ECD dimensions and sales volume, as well as evidence that some ECDs have greater influence on sales than others have. Implications are discussed in terms of both the advertising system and the broader structuralist point of view. (AA)

ED 128 820 95 CS 202 936

Winkelfohann, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1976.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 76

Contract—400-75-0029

Note—35p.; Prepared for the Committee on Curriculum Bulletins of NCTE

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, \$0.95 non-member, \$0.75 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Curriculum Guides, *Curriculum Planning, Elementary Secondary Education, *English Curriculum, *English Programs, Evaluation Criteria, *Language Arts

Curriculum guides reviewed and recommended by the National Council of Teachers of English Committee on Curriculum Bulletins during 1974, 1975, and 1976 are listed and briefly annotated. The list seeks to publicize good curriculum planning and guide writing in order to provide models for schools which are revising their own programs. In addition to the annotations, detailed criteria are included for planning and evaluating English language arts curriculum guides. (AA)

ED 128 821 CS 202 937

Wilhoit, G. Cleveland de Bock, Harold

Archie Bunker in a Foreign Culture: A Panel Study of Selectivity Processes in the Dutch Television Audience.

Pub Date 76

Note—49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, Bias, *Cognitive Processes, *Communication (Thought Transfer), *Discriminatory Attitudes (Social), Longitudinal Studies, Perception, Retention, *Social Attitudes, Television Research, *Television Viewing

Identifiers—*All in the Family, Netherlands

A national sample of 503 Dutch people aged 15 and over who were accessible by telephone was used in this longitudinal study of reactions to a series of eight broadcasts of "All in the Family." Attitude scales were developed for three independent variables—ethnocentrism, lifestyle intolerance, and parental authoritarianism. Questionnaire items were also developed for three dependent variables—selective exposure, selective perception, and selective retention. Analyses concentrated on three questions: Do the Dutch perceive "All in the Family" as pertaining only to the American context, or is it seen as also pertinent to Dutch society? Is there selectivity in the Dutch exposure, perception, and retention that is related to ethnocentrism, lifestyle intolerance, and parental authoritarianism? What are the uses and gratifications received by the Dutch audience from "All in the Family"? (AA)

ED 128 822 CS 202 938

Perry, Margaret, Comp.

Criticism of American, British, European and Classical Authors: A Selective Bibliography of Books in the United States Military Academy Library.

Military Academy, West Point, N.Y.

Report No—USMA-Lib-Bull 6

Pub Date 68

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Literature, Authors, *Bibliographies, *Classical Literature, *English Literature, Higher Education, *Literary Criticism

The purpose of this bibliography is to provide critical, literary commentaries on the works of American, British, and classical authors, found in general literature books. Selection of authors was accomplished on the basis of West Point military cadets' choices of topics for their annual English papers; alphabetical listings of citations (from Aeschylus to Yeats) include Dewey decimal classifications. (Author/KS)

ED 128 823 CS 202 939

Abstracts of Suburban Press Research Series Papers Produced by the Suburban Press Research Center from July 1966 to February 1973. Suburban Press Research Series No. 14.

Northern Illinois Univ., De Kalb. Suburban Press Research Center.

Pub Date Oct 74

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Higher Education, *Media Research, News Media, *Newspapers, *News Reporting, Speeches, Suburban Environment, *Suburbs

Abstracts of 13 research investigations, speeches, and bibliographic resources, collected by the Suburban Press Research Center, are provided in this paper. Topics of discussion include the following aspects of the suburban press: pretrial coverage, characteristics of communities served by suburban newspapers, science news coverage, the role of information in metropolitan and suburban decision making concerning public services, resources valuable to the study of the suburban press, overlapping jurisdiction in suburban reporting, picture editing, human relations news, reporting about the pollution problem, school news in the community newspaper, the communication barrier between cities and suburbs, family liberation as it relates to the news, and the trend toward suburban self-sufficiency. (KS)

ED 128 824 CS 202 940

The Suburban Press; First Steps toward an Annotated Bibliography. Suburban Press Research Series No. 16 and 17.

Northern Illinois Univ., De Kalb. Suburban Press Research Center.

Pub Date Oct 74

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Higher Education, News Media, *Newspapers, *News Reporting, Periodicals, Suburban Environment, *Suburbs

This bibliography lists journal articles concerning various aspects of the suburban press. Annotated selections, arranged alphabetically according to journal title, are gathered from the following periodicals: "Advertising Age," "Business Week," "Columbia Journalism Review," "Editor and Publisher," "Grassroots Editor," "Journalism Abstracts," "Journalism Quarterly," "Nieman Reports," "Printers Ink," "The Quill," "Sales Management," "Saturday Review," "Time," "U.S. News," "The New York Times," "Wall Street Journal," and "Chicago Journalism Review." Selections from "American Press," "Publisher's Auxiliary," and "National Publisher" are not annotated. (KS)

ED 128 825 CS 202 941

Pettersson, Ake Lindell, Ebbe

Writing Practice in Upper Secondary School (STIG).

National Swedish Board of Education, Stockholm.

Pub Date Jun 76

Note—16p.; School Research Newsletter, 1976:1

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), Composition Skills (Literary), Instruction, Secondary Education, *Sentence Structure, *Teaching Methods, Transformation Generative Grammar Identifiers—*Sentence Combining, Sweden

This progress report describes a Swedish project which is seeking to develop and test materials for writing practice. Experimental materials focus on the sentence, giving students practice in the formation of more advanced constructions. Emphasis in the control program is on a variety of types of written composition (e.g., narratives, descriptions, summaries, arguments). Seven teachers in six upper secondary schools teach the experimental program in one class each and the control program in one class each. A placebo group of five classes whose teachers are not otherwise involved in the project is also included. Assessment is to be based on writing samples gathered before and after the teaching phase of the experiment. (AA)

ED 128 826 CS 202 942

Cole, Richard R., Comp. Keel, Vernon A., Comp. 1975 International Communication Division Membership Directory and International Guide.

Association for Education in Journalism.

Pub Date Jun 75

Note—146p.

Available from—Prof. V.A. Keel, The Printing Laboratory, Dept. of Journalism and Mass Communication, South Dakota State Univ., Brookings, South Dakota 57006 (\$1.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—College Programs, *Directories, Higher Education, International Organizations, International Programs, *Journalism, *Mass Media, Professional Associations, *Program Guides

Identifiers—AEJ, *Association for Education in Journalism

This directory provides biographical information, including work experiences, recent publications, and geographical preferences, for 169 members of the International Communication Division of the Association for Education in Journalism. A guide to international journalism and communication programs, arranged according to country and intended for use by persons interested in international communication, is also included. (KS)

ED 128 827 CS 202 943

Perron, J. D.

The Impact of Mode on Written Syntactic Complexity: Part III—Fifth Grade. Report No. 27. Georgia Univ., Athens. Dept. of Language Education.

Pub Date Oct 76

Note—33p.; For parts I and II see ED 126 511 and ED 126 531

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Composition (Literary), Composition Skills (Literary), Grade 5, Intermediate Grades, *Language Ability, Language Research, Language Skills, *Language Styles, Reading Comprehension, *Syntax, *Written Language

Identifiers—*T Unit

Writing samples representing argumentation, exposition, narration, and description were gathered from 51 fifth-grade pupils. Significant differences were found among the four modes of writing and among high-, medium-, and low-ability groups for T-unit length, clauses per T-unit, and clause length. Argumentation produced the most complex writing, and description produced the least complex, with exposition and narration sharing an intermediary position which varied according to the measure chosen. Reading comprehension correlated positively with T-unit length and clause length. Implications are discussed in terms of writing instruction, writing research, and education in general. (AA)

ED 128 828 CS 202 944

Malmquist, Eve Grundin, Hans

Reading, Writing and Other Communication Skills among Adults.

National Swedish Board of Education, Stockholm.

Pub Date Sep 76

Note—17p.; School Research Newsletter, 1976:9

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Adults, *Basic Skills, *Educational Needs, Educational Research, *Functional Illiteracy, Post Secondary Education, *Reading Skills, *Writing Skills

Identifiers—Sweden

This study investigated various reading and writing abilities among 25- and 35-year-old residents of Linköping, Sweden, and assessed the extent to which these individuals' abilities could be regarded as satisfactory for their needs. In all, 377 subjects were tested on the following skills: alphabet recognition, copying ability, reading rate, reading comprehension, "practical" reading ability, essay writing, and spelling. A questionnaire gathered information concerning subjects' general and vocational educations and present occupations, parents' educations and occupations, average amount of reading and writing per day, self-evaluation of reading and writing ability in relation to perceived needs, and a subjective judgment of the importance of such abilities as measured by the different tests. Data revealed that, although many adults' skill levels improved between the age at which they left school and the age of 35, prolonged schooling during adolescence led to even greater abilities. A substantial minority of adults did not reach the level of ability considered necessary for functional literacy, and more than 30% of all subjects found their abilities insufficient in some manner. (KS)

ED 128 829 CS 202 945

Prather, James E. Smith, Glynton

System-Wide Language Skills Examination: A

Look at the Underlying Factors.

Pub Date 76

Note—18p.; Paper presented to the Association for Institutional Research Annual Forum, Los Angeles, May 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition Skills (Literary), *Educational Assessment, Higher Education, Language Arts, *Language Skills, *Measurement Techniques, Reading, State Programs, State Universities, *Testing Programs, *Test Results

Identifiers—*Georgia

In 1972, the board of regents of the university system of Georgia directed that a testing program be established to provide information on the status of student competence in the areas of reading and writing. In addition, the program was to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in these areas. This paper describes the instrument and the grading procedure; reviews the related literature; examines the relationship between student background characteristics, college variables, and performance on the examination; explores predictability of student performance; and presents the implications for higher education. A list of references and tables of findings are included. (JM)

ED 128 830 CS 202 946

Jordan, Alice M.

Children's Classics. Fifth Edition.

Pub Date 76

Note—16p.

Available from—The Horn Book, Inc., 585 Boylston St., Boston, Massachusetts 02116 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Booklists, *Childrens Books, *Childrens Literature, Elementary Secondary Education, Literary Criticism, Literature Reviews, *Reading Materials

"Children's Classics," a 1947 article by Alice M. Jordan reprinted from "The Horn Book Magazine," examines the dynamics and appeal of some of the most famous books for young readers, including "Alice in Wonderland," "The Wind in the Willows," "Robinson Crusoe," and "Andersen's Fairy Tales." Paul Hein's annotated bibliography, a revision of Jordan's original selection, provides a listing of recommended editions of books written for, or adopted by, children. (KS)

ED 128 831 CS 202 947

Pratt, Annis

Archetypal Theory and Women's Fiction: 1688-1975.

Pub Date 75

Note—37p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, December 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Literature, *Characterization (Literature), English Literature, *Feminism, *Fiction, Higher Education, Literary Criticism, *Literary History, *Sex Role, Sex Stereotypes, *Symbolism

Identifiers—*Archetypes (Literature)

The purpose of this paper is to trace a descriptive history of woman's psyche as manifested in English and American literature by and about women during the period from 1688 through 1975. The application of archetypal theory (the description of recurrent patterns in symbolic and narrative structures within a wide and complex field of material) to the works of women authors reveals a logical schema of "matrilinear patterns" which reflects the unique nature of female behavior and experience. (KS)

ED 128 832 CS 202 948

Lowe, Rorie

The National Observer in the Language Arts

Class; A Teacher's Guide.

Dow Jones and Co., Inc., Atlanta, Ga.

Pub Date 75

Note—40p.

Available from—Educational Service Bureau, Dow Jones & Company, Inc., 1515 Fulton National Bank Bldg., Atlanta, Georgia 30303 (Complimentary single copy upon request in writing)

Document Not Available from EDRS.

Descriptors—Class Activities, Curriculum Guides, *English Instruction, Journalism, *Language Arts, Lesson Plans, Secondary Education

Identifiers—National Observer

The ten lessons outlined in this document are based on articles from "The National Observer" used as sources of contemporary writing which varies in subject matter, length, and style. Lessons focus on reading comprehension, vocabulary development, composition, discussion and reasoning, primary and secondary sources, poetry writing, obscenity and the mass media, critical skills (evaluation of a performance and a biography), supplementary sources, values clarification, minority literature, interdisciplinary studies, women's studies, and language arts and social studies. Each lesson outlines the goal, materials, methods, and follow-up. (JM)

ED 128 833 CS 202 949

Underwood, Gary N.

Teacher, What Do You Think You Are Doing?

Pub Date 74

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, November 28-30, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, Elementary Education, Instructional Materials, Language Arts, *Language Standardization, *Language Styles, *Language Variation, Nonstandard Dialects, *Standard Spoken Usage, Textbook Bias

Interviews with Arkansas fourth, fifth, and sixth graders revealed a blatant contradiction between the objectives of the language arts curricula and the children's opinions about the appropriateness of their language. While the students uniformly regarded their own dialects as satisfactory and unchanged by school, when questioned specifically

about the content of their English classes, they revealed awareness of the attempt to modify their grammar and linguistic styles. The dichotomy reflected in these responses is mirrored in two commonly used educational materials, a document which consolidates behavioral objectives for language and literature instruction in the Arkansas elementary and secondary schools and a series of elementary language arts textbooks. These materials reveal both an orientation which values the preservation of dialect variation and a point of view which stresses the importance of instituting standard English usage. (KS)

ED 128 834 CS 202 950

Pearall, Thomas E.

Teaching Technical Writing: Methods for College English Teachers.

Society for Technical Communication, Washington, D.C.

Pub Date Feb 75

Note—23p.

Available from—Society for Technical Communication, 1010 Vermont Avenue N.W., Washington, D.C. 20005 (Write for Price)

Document Not Available from EDRS.

Descriptors—Bibliographies, Class Activities, *English Instruction, Expository Writing, Higher Education, *Teaching Methods, Technical Reports, *Technical Writing

The goal of this booklet is to help the new technical-writing teacher make the transition from teaching standard composition courses to teaching specialized technical writing. An introduction defines technical writing and discusses objectivity in writing, formats and report design, graphics, and audience awareness. Other sections of the booklet focus on various kinds of writing assignments, feasibility reports, and class activities. A bibliography concludes the book. (JM)

ED 128 835 CS 202 951

Hanna, Paul R. And Others

Phoneme-Grapheme Correspondences as Cues to

Spelling Improvement.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—CRP-1991

Pub Date 66

Contract—OEC-32008

Note—1,721p.; Complete report of ED 003 321

EDRS Price MF-\$3.00 HC-\$91.77 Plus Postage.

Descriptors—American English, Elementary Education, *Graphemes, *Letters (Alphabet), *Orthographic Symbols, *Phoneme Grapheme Correspondence, Phonology, *Reading Instruction, Reading Research, *Spelling

This study sought to analyze phoneme/grapheme correspondences in a 17,310-entry word list drawn from the Thorndike-Lorge word list and Merriam-Webster's New Collegiate Dictionary. Phase one of the research, which has also been reported separately, also sought to determine how closely American-English orthography approximates the alphabetic principle. Correspondences were analyzed irrespective of context, in relation to syllable position, and in relation to position in stressed and unstressed syllables. Phase two sought to develop an algorithm to spell on a phonological basis and to analyze errors. Extensive appendices to the report list the words in the corpus, tabulate phoneme occurrences, detail the algorithm, and list words spelled correctly by the algorithm and errors. (AA)

ED 128 836 CS 202 952

Powell, William R. And Others

Project to Improve Education in the Basic Skills (Reading, Writing, Computing, Speaking, and Listening).

Florida Univ., Gainesville.

Spons Agency—Florida State Board of Regents, Tallahassee; Florida State Dept. of Education, Tallahassee.

Report No.—DOE-UF-SBS-TR-2

Pub Date Aug 76

Contract—DOE-UF-R-5-174

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Basic Skills, Career Education, *Composition Skills (Literary), Elementary Secondary Education, *Handwriting Skills, *Language Skills, Listening Skills, Literature Reviews, *Mathematics, Post Secondary Education, *Reading Skills, Speech Skills, Spelling

As part of a project to improve education in the basic skills, this report reviews the research literature in order to specify skills in the areas of reading, listening, speech, writing, handwriting, spelling, and mathematics. For each area, preliteracy, basic-literacy, and career-literacy levels of the skills are discussed and summarized in chart form. Extensive bibliographies are included for each area. (AA)

ED 128 837 CS 202 953

Cronnell, Bruce

What Spelling Books Don't Tell You about English Spelling.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *English Instruction, *Language Instruction, Orthographic Symbols, *Spelling, *Spelling Instruction

This paper describes some of the regularities of English spelling that are generally ignored in spelling books. Specifically, topics of discussion include simple sounds with complex, but predictable, spellings; infrequent, specialized spellings; and homophonous final syllables. The use of these spelling rules can help elementary school students correctly spell more words with less difficulty. (KS)

ED 128 838 CS 202 955

Weeks, Thelma E.

The Speech of Indian Children: Paralinguistic and Register Aspects of the Yakima Dialect.

Pub Date 75

Note—23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indian Languages, *American Indians, *Child Language, Early Childhood Education, Ethnic Studies, *Language Handicaps, *Nonstandard Dialects, Sociocultural Patterns, *Speech

Identifiers—*Yakima Indians

Studies of the speech of 11 Yakima Indian children on a reservation in central Washington indicated a number of characteristics which were not found systematically in the speech of non-Indian children. These included differences in phonology; intonation contours; use of direct quotations; story-telling register; language play; availability of polite phrases; and opportunity, or necessity, for use of a formal register. These various dialect features are likely to disappear as the children grow older, however, since the children demonstrate an awareness of the forms of standard English and Yakima adults do not have a noticeable dialect. The poor school performance of Yakima children is interpreted as a failure of the schools to adjust to the speech registers available to the Yakima child, rather than as the result of "a language problem." (AA)

ED 128 839 CS 202 956

Long, David, Ed.

I Feel Like Touching Something That's Not There: Poems by Students in Elementary & Secondary Schools of Montana.

Montana State Arts Council, Missoula.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Creative Expression, *Creative Writing, Creativity, Elementary Secondary Education, *Poetry, Self Expression, Student Motivation, Teaching Methods

Identifiers—*Poets in the Schools

This book, a project of the Montana Arts Council Poets and Writers in the School program, is a collection of poems written by students in elementary and secondary schools of Montana. In addition to the poems, the book contains an essay on motivating and guiding students to write creatively, a list of resources for creative-writing teachers, an index of contributors, and a list of participating schools. (JM)

ED 128 840 CS 202 957

Abstracts of Suburban Press Critique Series Papers Produced by the Suburban Press Research Center from April 1966 to May 1973. Suburban Press Research Series No. 15.

Northern Illinois Univ., De Kalb. Suburban Press Research Center.

Pub Date Oct 74

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Higher Education, *Media Research, News Media, *Newspapers, *News Reporting, Suburban Environment, *Suburbs

Identifiers—*Media Criticism

Abstracts of 28 articles, collected by the Suburban Press Research Center, are provided in this paper. The articles discuss various aspects of the suburban press: pretrial coverage; news coverage for adolescents, the family, and the aged; editorials; education news; business news; crime coverage; consumer information; the formation of policies concerning racial issues; sports coverage; and so on. (KS)

ED 128 841 CS 202 958

Neal, James M. Brown, Suzanne S.

News Writing and Reporting.

Pub Date 76

Note—290p.

Available from—The Iowa State University Press, Ames, Iowa 50010 (\$11.95 cloth)

Document Not Available from EDRS.

Descriptors—Censorship, *Freedom of Speech, Higher Education, Journalism, Legal Problems, News Media, *News Reporting, *Research Skills, *Writing Skills

Identifiers—Journalism Education, *News Writing

This book shows the novice reporter how to recognize a news story, get the necessary ingredients, put them together properly, and polish the finished product. It also presents a look at the reporter's work and details the major legal pitfalls awaiting unwary journalists. Since the step-by-step techniques shown concentrate more on the process of reporting than on its application to a particular beat or medium, they can be applied to any reporting assignment. Instruction in writing skills is offered along with practical reporting knowledge. (Author/KS)

ED 128 842 CS 202 959

Anderson, David Benjaminson, Peter

Investigative Reporting.

Pub Date Jun 76

Note—301p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$15.00 cloth, \$3.95 paper)

Document Not Available from EDRS.

Descriptors—Higher Education, Interviews, *Investigations, Journalism, News Media, *News Reporting, *Research Skills

Identifiers—*Investigative Reporting, Journalism Education, *News Writing

This book is devoted to investigative reporting. Chapters tell how to decide on a subject, how to find and evaluate sources, how to approach and interview the sources and the subject of the investigation, how to write the investigative story, how to insure that it gets published, and how to advance the aims of an investigation, even after the publication of the first article. Emphasis throughout is placed on the similarity between normal, conscientious enterprise journalism and investigative reporting, and on choosing subjects worthy of the attention of the mature investigator. Special attention is given to research in public documents and in getting along with editors. Several pieces of investigative reporting, which illustrate various kinds of stories, are reprinted in an appendix. (Author/KS)

ED 128 843 CS 202 960

Devol, Kenneth S., Ed.

Mass Media and the Supreme Court: The Legacy of the Warren Years. Second Edition.

Pub Date 76

Note—388p.

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, New York 10016 (\$14.50 cloth, \$8.50 paper)

Document Not Available from EDRS.

Descriptors—Censorship, *Civil Rights, *Freedom of Speech, Higher Education, Legal Problems, *Mass Media, Press Opinion, *Supreme Court Litigation

Identifiers—*First Amendment, Obscenity

This book provides a collection of major cases and selected reprints of important articles from leading law journals, about obscenity, censorship, rights of privacy, and other First Amendment problems. The 50 Supreme Court decisions and

17 interpretive articles examine the legal activism of the Warren and Burger courts, from the 1960s through the middle 1970s. Decisions during this period increased the importance of media law to those interested in mass communication, political science, sociology, and other such disciplines. Chapters discuss First Amendment provisions and the Supreme Court justices, prior restraint, postal censorship, obscenity, motion-picture censorship, libel, right of privacy, trial by newspaper and television, public access to the media, and the legacy of the Warren court. (KS)

ED 128 844 CS 202 963

Tate, Gary, Ed.

Teaching Composition: 10 Bibliographical Essays.

Pub Date 76

Note—220p.

Available from—Texas Christian University Press, Box 30783, Fort Worth, Texas 76129 (\$6.00 paper)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, *Composition (Literary), *Composition Skills (Literary), Expository Writing, Higher Education, Language Usage, Literary Conventions, Literature Reviews, *Rhetoric, *Rhetorical Criticism

Ten contributors provide extensive bibliographic essays on topics of importance in the teaching of college composition. Works cited and commented upon range from those of Aristotle to the contrivances of contemporary scholars. Separate essays deal with invention, structure and form in nonfiction prose, approaches to the study of style, modes of discourse, basic writing, uses of media in teaching composition, linguistics and composition, rhetorical analysis of writing, composition and related fields, and dialects and composition. (AA)

ED 128 845 CS 202 964

Rose, Mark, Ed.

Science Fiction: A Collection of Critical Essays.

Pub Date 76

Note—174p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—*Fiction, *Futures (of Society), Higher Education, Literary Analysis, Literary Criticism, *Literature, *Science Fiction

Identifiers—Popular Culture

The articles collected in this volume focus on the literary genre science fiction. Part one, "Backgrounds," includes "Starting Points" (Kingsley Amis), "Science Fiction and Literature" (Robert Conquest), and "The Roots of Science Fiction" (Robert Scholes). Part two, "Theory," contains "On the Poetics of the Science Fiction Genre" (Darko Suvin), "The Time-Travel Story and Related Matters of SF Structuring" (Stanislaw Lem), and "Genre Criticism: Science Fiction and the Fantastic" (Eric S. Rabkin). Part three, "Approaches," provides "On Science Fiction" (C.S. Lewis), "The Imagination of Disaster" (Susan Sontag), "How to Play Utopia: Some Brief Notes on the Distinctiveness of Utopian Fiction" (Michael Holquist), "The Apocalyptic Imagination, Science Fiction, and American Literature" (David Ketterer), and "Science Fiction and the Future" (John Huntington). (KS)

ED 128 846 CS 202 965

Russell, Douglas A.

Theatrical Style: A Visual Approach to the Theatre.

Pub Date 76

Note—228p.

Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, California 94301 (\$7.95 paper, \$12.95 cloth)

Document Not Available from EDRS.

Descriptors—Art, Culture, *Drama, *Dramatics, *Literary History, Production Techniques, *Theater Arts, *Visual Arts

This book provides students and teachers of scenic design and drama classes with a foundation for planning the style of a theater production. Each chapter in the book discusses the art and culture of a major period in the history of the theater, the developments in theater and in dramatic method that took place, and at least one play representative of the period. The theater periods discussed are classical, medieval, Renaissance, baroque, eighteenth century, romantic, realistic, symbolist, relativist, and new (contem-

porary). A bibliography and an index conclude the volume. (JM)

ED 128 847 CS 202 966

Beissel, George R.

Teach Writing My Way.

Pub Date 76

Note—294p.

Available from—English Services, 2531 Esch Ave., Ann Arbor, Michigan 48104 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Composition (Literary), *Composition Skills (Literary), *Grammar, Kernel Sentences, Program Descriptions, Secondary Education, Standard Spoken Usage, *Teaching Methods, Transformations (Language)

The detailed method for teaching writing presented in this book consists of a highly structured program of grammar, usage, and composition, using a modified Skinnerian, easy-to-difficult technique. The first part of the book contains five chapters which discuss the problem of teaching writing, reasons for studying grammar, which grammar should be taught, the teacher and the principles of learning, and some results of using this program. The second part of the book includes four answer books for teachers, entitled "Kernel Sentences," "Transformations," "English Usage," and "Easy-to-Difficult Composition." (JM)

ED 128 848 CS 202 967

Kolbenschlag, M. C.

The Evening News: Qualitative Assessment and Systematic Analysis.

Pub Date 76

Note—6p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Journalism, Mythology, News Media, *News Reporting, Rhetorical Criticism, *Semiotics, Television

Qualitative studies can be approached through a method analogous to semiotic analysis. In order to avoid arbitrary assessments, news reportage should be subjected to an analysis that will reveal the various logical and technological, mythic and modal structures reflected in the message system. Humanistic inquiry can borrow from structural models appropriate to various disciplines, in interpreting how these structures and processes interrelate. As an example, the evening news is analyzed as a semantic, syntactic, and pragmatic phenomenon. The syntactic pattern and mythic and modal aspects evident in the television format are emphasized. (Author/AA)

ED 128 849 CS 202 968

Dam, Hari N.

Alienation, Mass Society and Mass Culture.

Pub Date 76

Note—36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Culture Conflict, *Educational Change, Educational Improvement, Educational Needs, Higher Education, Philosophy, *Social Isolation, *Social Problems, Social Structure, *Technological Advancement
Identifiers—*Alienation, Popular Culture

This monograph examines the nature of alienation in mass society and mass culture. Conceptually based on the "Gemeinschaft-Gesellschaft" paradigm of sociologist Ferdinand Tönnies, discussion traces the concept of alienation as it appears in the philosophies of Hegel, Marx, Kierkegaard, Sartre, and others. Dwight Macdonald's "A Theory of Mass Culture" and Clement Greenberg's insights on "kitsch" are used to explain the pervasive influence of mass culture in modern society and its debilitating effects on high culture. The analysis concludes that society must cushion the impact of dehumanizing technology and its consequences of alienation by redesigning the educational system and introducing new pedagogies. (KS)

ED 128 850 CS 202 969

Mooradian, Karlen

Ancient Media in Literature: Golden Printers and Golden Authors.

Pub Date 76

Note—45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ancient History, Graphic Arts, *Historiography, Literary Analysis, *Literary History, *Printing, *Signs
Identifiers—*Seals (Printing)

Seal printing is explored as a literary topic in 28 works dating from the third millennium B.C. to A.D. 1613 (from Sumerian times through Shakespeare's). This ancient printing method is mentioned in the literature of the Egyptians, Greeks, Hebrews, and Arabians. It occurs in the works of Herodotus, Plutarch, and Marco Polo, as well as Chaucer and the compilers of "The Thousand Nights and a Night." Shakespeare, who mentions this type of printing 37 times in 13 plays, perpetuates an old tradition. (Author/AA)

ED 128 851 CS 202 970

Ohrn, Karin Becker

Re-Viewing Photographs: Unexplored Resources for Communication Research.

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Information Theory, *Media Research, Nonverbal Communication, Photocomposition, *Photographs, *Photography

Photographs, treated as evidence of patterns of communication, can make a so-far neglected contribution to communication research. Specific reference is made to three issues: the kinds of evidence to be found in photographic materials, the assessment of the evidentiary quality of a photograph or group of photographs, and the considerations to be taken into account when analyzing photographs as evidence. Suggestions for appropriate ways of analyzing photographic materials are made in light of the small, but diverse, body of research exploring the roles photographic communication has played, and continues to play, in American society. (Author/AA)

ED 128 852 CS 202 971

Meiss, Guy T.

Paris Commune Imagery in China's Mass Media.

Pub Date 76

Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Imagery, *Information Dissemination, Journalism, *Mass Media, Persuasive Discourse, Political Influences, *Political Socialization, *Propaganda, Rhetorical Criticism
Identifiers—China, Paris Commune, Shanghai Peoples Commune

The role of ideology in mass media practices is explored in an analysis of the relation between the Paris Commune of 1871 and the Shanghai Commune of 1967, two attempts to translate the philosophical concept of dictatorship of the proletariat into some political form. A review of the use of Paris Commune imagery by the Chinese to mobilize the population for political development highlights the critical role of ideology in understanding the operation of the mass media and the difficulties the Chinese have in continuing their revolution in the political and bureaucratic superstructure. (Author/AA)

ED 128 853 CS 501 483

Stech, Ernest Ratliffe, Sharon A.

Working in Groups: A Communication Manual for Leaders and Participants in Task-Oriented Groups.

Pub Date 76

Note—255p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$7.00 paper)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Group Behavior, *Group Dynamics, Group Relations, *Group Structure, *Interaction Process Analysis, *Interpersonal Relationship, Leaders Guides, *Leadership, Manuals, Post Secondary Education, Task Performance

This manual is intended primarily for use by small groups that must accomplish tasks within specified periods of time. Chapters, directed toward groups in business, industry, education, religious organizations, politics, government, or virtually any situation where a cooperative effort is required, discuss the following areas: group work as communication; group tasks; group structure, process, and atmosphere; interpersonal relationships and group work; group procedures; leaders and leadership; and preparation for group meetings. (KS)

ED 128 854 CS 501 484

Louden, Allan Shellen, Wesley N.

A Study of Ballot Feedback from Professional and Nonprofessional Debate Judges.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cocurricular Activities, *Debate, Educational Research, Evaluation Criteria, *Feedback, Higher Education, Nonprofessional Personnel, Professional Personnel, *Public Speaking, *Scoring

Variations in scoring and feedback provided by professional and nonprofessional debate judges were studied using 197 ballots from the six preliminary rounds of the Big Sky Intercollegiate Forensic Tournament in 1971. Results indicated no significant difference in the sides (affirmative or negative) awarded the decision by the two groups of judges. However, nonprofessional judges awarded significantly more quality points to both individuals and teams than did professional judges. Nonprofessional judges were also less likely to provide written feedback to the debaters, wrote shorter comments when they did provide feedback, and relied more heavily upon unsubstantive, evaluative comments. There was no evidence to suggest that the nonprofessional judges were incompetent to judge the debates, but they may have been less secure about their duties. (AA)

ED 128 855 CS 501 485

Sitzmann, Marion Garcia, Reby

Successful Interviewing: A Practical Guide for the Applicant and Interviewer.

Pub Date 76

Note—532p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$2.50 paper)

Document Not Available from EDRS.

Descriptors—*Employment Interviews, *Guidelines, Guides, Interviews, Job Applicants, *Job Application, Occupational Guidance, Post Secondary Education, *Role Playing, Secondary Education, *Simulation, *Skills

This booklet offers practical examples and guidelines to assist job hunters and other applicants in effectively confronting the interview process. Chapters include "Preparing for an Interview," which traces the process from making an initial inquiry to the actual interview situation and analyzes the interviewer's role; "The Job Interview: Practice Situations," which establishes background information for positions ranging from mechanic to computer programmer, to be used for role-playing interviews; and "The Specialized Interview: Practice Situations," which creates role-playing situations for the interview process for college entrance, counseling, law school entrance, and so on. Appendices provide suggestions for resume preparation; sample letters of inquiry, acceptance, and rejection; and an interview evaluation instrument. (KS)

ED 128 856 CS 501 486

Toyne, Marguerite

Woman's Career Path to Management through Effective Communication.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Business Communication Association (40th, Toronto, Canada, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Communication, Career Awareness, *Career Planning, *Communication (Thought Transfer), Females, Leadership Qualities, *Management, Management Education, Personnel Management, Womens Education, *Working Women

Educators and people in industry are in a good position to educate and train both men and women for management roles. The following points should be emphasized for women preparing to assume managerial responsibilities: appropriate goals must be evaluated and clarified; special leadership skills and appropriate behavior will be expected; adjustment to the business environment will be necessary; managerial abilities need to be improved; effective information exchange must be maintained, keeping in mind the importance of both verbal and nonverbal communication and the three basic communication keys of who, what, and why; human relations must be understood, especially in managing people and in job counseling; and work should be well organized. (JM)

ED 128 857 CS 501 488

Brandes, Paul D. Frazier, Michael
A Short Course in Communication for Prison Personnel & Offenders. Final Report.

North Carolina Univ., Chapel Hill. Dept. of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—75-002-016

Pub Date May 76

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Alcohol Education, *Communication (Thought Transfer), *Communication Problems, *Correctional Education, Course Descriptions, *Delinquent Rehabilitation, Drug Education, Ethnic Relations, Group Dynamics, Racial Factors, *Rehabilitation Programs

Identifiers—Higher Education Act Title I, North Carolina

The communication course presented in this document was developed as it was being offered at correctional centers throughout North Carolina from the fall of 1971 through the spring of 1976. The document contains 12 "encounters," or lessons, each of which discusses behavioral objectives, physical facilities, general advice, the time sequence, a simulated encounter and/or methods of approach, and evaluation. A bibliography is also included. Encounters focus on various communication problems and ways to achieve effective communication, as well as related problems, such as drug and alcohol use, racial and ethnic barriers, and probation and parole. Appendixes include a discussion of group dynamics and a model which integrates concepts, game theory, script writing, and decision making. (JM)

ED 128 858 CS 501 490

Standahl, Jerry Joel
Verbal Self-Regulation of Behavior by Children with Internal and External Locus of Control.

Pub Date 75

Note—240p.; Ph.D. Dissertation, The University of North Carolina at Greensboro

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-19,421, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Child Development, *Child Language, Doctoral Theses, *Locus of Control, *Mediation Theory, Primary Education, *Verbal Development, Verbal Learning

Forty children each from nursery school, first grade, and third grade participated in a study of the use of symbolic mediators in the control of overt behavior of children with internal and external locus of control. Each child participated in three different verbal control tasks: a push-button task, a pounding-board task, and a serial-recall task. Effects for grade level, sex, locus of control, and instructional condition (no verbalization, forced verbalization, and free condition) were also examined. Results indicated that performance increased as grade level increased. Further, forced verbalization aided in performance of sequential tasks but hindered performance on the push-button task. Progression from overt to covert self-verbalizations was related both to chronological age and to proficiency at a task. There was no significant evidence that children with internal locus of control spontaneously verbalized more than did externals or that they performed better on the verbal control tasks. (Author/AA)

ED 128 859 CS 501 491

Benson, Thomas W.

Videology: Space and Time in Political Television.

Pub Date Aug 75

Note—17p.; Reprint from the 1975 Pennsylvania Speech Communication Annual

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Commercial Television, *Journalism, *News Reporting, Politics, *Rhetorical Criticism

Identifiers—*Broadcast Journalism

After an analysis of television coverage of political conventions, the author contends that television journalism, though not consciously biased, emphasizes the present at the expense of the past, concentrates on nominees instead of on policies, and uses gossip and rumor as hard news to heighten the drama surrounding the emergence of a new leader. A plan is proposed to modify current television reporting of political conventions and similar events to restore to American politics a sense of historical context and to emphasize the legitimacy of rhetorical conflict. This would be done through the use of a series of prepackaged and self-contained miniature documentaries which could be broadcast at short notice to clarify, or add perspective to, points that arise during the proceedings. (AA)

ED 128 860 CS 501 492

Oyer, Herbert J., Ed. Oyer, E. Jane, Ed.

Aging and Communication.

Pub Date 76

Note—297p.

Available from—University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 (\$14.50 cloth)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Consumer Economics, Geriatrics, *Interpersonal Relationship, Legal Problems, Mass Media, *Older Adults, Religion, Retirement, *Social Integration, *Social Services

This volume presents comprehensive discussions dealing with the importance to older people of communication. Chapters, written by professionals and educators representing numerous viewpoints and disciplines, cover such topics as basic considerations in communicating with older people, the retiree's perspective on communication, generation gaps, mass media and aging consumers, and hearing disorders and other communication considerations in health care of the aging. Other discussions review legal and public problems, organized religion, special living arrangements, and the roles of communications specialists, organizations, and social workers serving the elderly. (Author/KS)

ED 128 861 CS 501 493

Worchel, Stephen And Others

Intergroup Cooperation and Intergroup Attraction: The Effect of Previous Interaction and Outcome of Combined Effort.

Pub Date Sep 75

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Attitudes, Behavioral Science Research, *Group Dynamics, *Group Relations, *Group Unity, Higher Education, *Interaction Process Analysis

In order to examine the conditions that determine when intergroup cooperation will result in increased intergroup attraction, a group of 494 male and female undergraduate students was divided into task groups consisting of eight to twelve individuals. In the first phase of the study, groups were led to believe that they were either competing, cooperating, or having no interaction with a second group. In the second phase, the two groups were combined and instructed to work cooperatively on two tasks. Later, subjects were told that their combined effort had either succeeded or failed. Intergroup-attraction scores indicated that, when groups had previously competed, failure of the combined effort resulted in decreased intergroup attraction, while success yielded increased attraction. For groups that had previously cooperated, however, both success and failure of the combined effort increased intergroup attraction. (Author/KS)

ED 128 862 CS 501 494

Thalden, Irene Engelsman, Alan

Acting: Stage Movement. TAP (Theatre Arts Package) 210.

Clayton School District, Mo.

Pub Date Sep 74

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acting, Drama, *Dramatics, Learning Activities, *Production Techniques, Secondary Education, Teaching Guides, *Theater Arts

This booklet provides instruction, for junior high and senior high school actors and their teachers, in the basic concepts and vocabulary of theatrical communication. Suggested exercises include practice in combining dialogue and movement, mastering knowledge of stage areas and body positions, and working with scripts on stage. Criteria for evaluation of learning progress are delineated. (KS)

ED 128 863 CS 501 495

Engelsman, Alan Thalden, Irene

Stage Movement with Scripts and More Work with Scenes. TAP (Theatre Arts Package) 211 and 212.

Clayton School District, Mo.

Pub Date Aug 74

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acting, Drama, *Dramatics, Learning Activities, Lesson Plans, *Production Techniques, Secondary Education, Teaching Guides, *Theater Arts

The purpose of these lessons is to provide learning experiences which facilitate junior high and senior high school actors' mastery of stage movements when working with scripts. Suggested exercises include practice in finding motivation for actors' stage movements, acting a scene (from "West Side Story"), and interpreting and acting scenes of choice from recommended sources. Criteria for evaluation of learning progress are delineated. (KS)

ED 128 864 CS 501 496

Engelsman, Alan

Directing: Arranging Characters on a Stage. TAP (Theatre Arts Package) 110.

Clayton School District, Mo.

Pub Date Sep 74

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Drama, *Dramatics, Learning Activities, Lesson Plans, *Production Techniques, Secondary Education, Teaching Guides, *Theater Arts

Identifiers—*Directing (Theatrical)

This booklet provides instruction, for the director of junior high and senior high school plays, in the effective arrangement of characters on stage. Suggested exercises include the construction of still-picture tableaux on stage (using scenes from fairy tales and Chekhov's "The Bear") and the implementation of "blocking" techniques, using notation and chess pieces to visualize the purposeful movement of live actors. Guidelines are specified for evaluation and feedback by instructors and audiences. (KS)

ED 128 865 CS 501 497

Engelsman, Alan Dewsnup, Evelyn

Primer for Playwrights. TAP (Theatre Arts Package) 510.

Clayton School District, Mo.

Pub Date Jun 74

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Characterization (Literature), *Creative Writing, Drama, *Dramatics, Learning Activities, Lesson Plans, *Playwriting, *Scripts, Secondary Education, Teaching Guides, *Theater Arts

Developed with the recognition that many playwrights have theater in their blood (e.g., Eugene O'Neill was the son of a famous actor), the three lessons in this package present, through experience, the fundamentals of dramatic structure. These lessons for the beginning playwright focus on elements of dramatic plot, conflicts, and crisis and resolution. Lessons outline purposes, performance objectives, instructions, activities, and postevaluations. (JM)

ED 128 866 CS 501 498

Engelsman, Alan

Piecing Together an Interior Set. TAP (Theatre Arts Package) 310.

Clayton School District, Mo.

Pub Date Jan 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Design, *Dramatics, *Equipment, Learning Activities, Lesson Plans, Secondary Education, *Stages, Teaching Guides, *Theater Arts, Theaters

Identifiers—*Stage Sets

A student learning to work on stage sets needs to become familiar with standard materials and equipment, the ways in which they operate, and ways to piece them together to create a set for a scene. This package contains the following three lessons for acquainting the learner with such information: resources and equipment, piecing together some simple interior sets, and set decoration. The lessons outline purposes, performance objectives, instructions, activities, and postevaluations. Diagrams illustrate the text. (JM)

ED 128 867 CS 501 499

Engelsman, Alan

Developing a Character in Depth. TAP (Theatre Arts Package) 220. Clayton School District, Mo.

Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acting, *Characterization (Literature), Drama, Dramatics, Learning Activities, Lesson Plans, *Monologues, Secondary Education, Teaching Guides, *Theater Arts

Once an actor or actress has gained experience with basic stage movement and speech, convincing character portrayal may be the next skill to be developed. This package is designed to provide a deeper understanding of character development through careful reading, research, thought, and experimentation. The two related lessons—from research to monologue and putting your character back in the play—outline, in detail, purposes, performance objectives, instructions, activities, and postevaluations. (JM)

ED 128 868 CS 501 500

Knepper, Charles W. Mabry, Edward A.

Nixon's Checkers: A Rhetoric-Communication Criticism.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Content Analysis, Higher Education, *Persuasive Discourse, Rhetoric, Rhetorical Criticism, *Speeches

Identifiers—*Checkers Speech, *Nixon (Richard M)

Richard Nixon's "Checkers" speech, a response to charges brought against the "Nixon fund," was primarily an effort to explain the behavior of Eisenhower's 1952 presidential-campaign staff. The effectiveness of this speech was largely due to Nixon's self-disclosure within the context of the speech's narrative mode. In reaffirming his competence as a member of Eisenhower's team, Nixon left his audience with the conviction that he was an honest, sincere, and patriotic (although perhaps overzealous) crusader. (KS)

ED 128 869 CS 501 501

Tompkins, Julia

Easy-To-Make Costumes for Stage and School.

Pub Date 76

Note—150p.

Available from—Plays, Inc., Publishers, 8 Arlington St., Boston, Massachusetts 02116 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—*Clothing Design, *Clothing Instruction, *Dramatics, Guides, Higher Education, *Patternmaking, Secondary Education, Theater Arts

Identifiers—*Costumes (Theatrical)

This book offers patterns and instructions that will enable amateurs to turn out authentic costumes for school plays. Step-by-step guidance is provided for the adaptation and design of dress for period plays with Egyptian, biblical, Greek, Roman, and Renaissance backgrounds. Materials suggested for further adaptations are inexpensive and easily available; modifications of size and details show how the basic costumes can be converted to other periods or countries, depending on the use of accessories. A section on American costume and ecclesiastical vestments is also included. Diagrams and drawings clarify directions for costume construction. (Author/KS)

ED 128 870 CS 501 502

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1 - September 30, 1976.

Haskins Labs., New Haven, Conn.

Report No.—SR-47-(1976)

Pub Date 76

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Acoustics, *Articulation (Speech), Educational Research, Higher Education, Music, Nonverbal Communication, *Oral Communication, *Research, Research Methodology, *Speech, *Speech Skills, Theories

This report, covering the period in 1976 from July 1 through September 30, is one of a regular series on the status and progress of speech research. Manuscript topics are: stop-consonant recognition—release bursts and formant transitions as functionally equivalent, context-dependent cues; modes of perceiving; discrimination of intensity differences carried on formant transitions varying in extent and duration; discrimination functions predicted from categories in speech and music; right-ear advantage for musical stimuli differing in rise time; dichotic competition of sounds—the role of acoustic stimulus structure; distance measures for speech recognition—psychological and instrumental; laryngeal timing in consonant distinctions; phonetic aspects of time and timing; static and dynamic acoustic cues in distinctive tones; the effects of selective adaptation on voicing in Thai and English; perception of nonspeech by infants; categorical perception along an oral-nasal continuum; stop-voicing production—natural outputs and synthesized inputs, and shifts in vowel perception as a function of speaking rate. (JM)

EA

ED 128 871 95 EA 008 426

Piele, Philip K.

Review and Analysis of the Role, Activities, and Training of Educational Linking Agents. Final Report.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Dissemination and Resources Group. School Practice and Service Div.

Pub Date 5 Nov 75

Contract—400-75-0013

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adoption (Ideas), Bibliographies, *Change Agents, *Educational Change, Educational Innovation, Educational Research, Information Dissemination, Interpersonal Relationship, Literature Reviews, Models, *Program Descriptions, *Research Utilization, *Training Identifiers—*Linking Agents

A linking agent is a person or team operating at the interface between resources and the school systems for the purpose of facilitating change by producing interaction between the two, thereby reducing the difference between potential and actual educational practice. This discussion of agent roles and training proceeds from a discussion of change and various change models to the various agent roles these models imply. With these roles in mind, ways to devise effective training programs are discussed, including specific programs for each role. The report concludes with a brief discussion of what is known about the practice of each role and with an attempt to suggest areas for further research. A bibliography is included and selected training resources are listed. (Author/IRT)

ED 128 872 95 EA 008 467

Facilities for Community Services. Educational Facilities Digest 10.

Council of Educational Facility Planners, Columbus, Ohio; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 76

Contract—OEC-0-8-080353-3514

Note—9p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Community Schools, *Community Services, Facility Utilization Research, *Literature Reviews, *Shared Facilities, *Shared Services, Space Utilization

The trend toward community use of school space is influenced by the financial wisdom of extending the use of large, centrally located, and well-equipped, public buildings. When more services can share the same facility, taxpayer savings are greater and community access is easier. Different approaches that communities and educators have taken to share facilities, and their solutions to legal and administrative problems, are cited in references from the ERIC system. Twenty-five abstracts and four brief supplementary entries are contained in the digest. (Author/MLF)

ED 128 873 95 EA 008 469

Schofield, Dev

Issues in Basic Education. NAESP School Leadership Digest Second Series, Number 12. ERIC/CEM Research Analysis Series, Number 27.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—31p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Alternative Schools, Authoritarianism, *Basic Skills, Discipline, *Educational Alternatives, Educational Philosophy, Elementary Secondary Education, Functional Literacy, Language Skills, Mathematics Education, *Political Attitudes, Political Influences

Identifiers—*Back to Basics Schools, Conservatism, *Fundamentalist Education

The back-to-basics movement in part has resulted from public alarm over the increase in functional illiteracy—students' inability to solve everyday problems requiring basic language and mathematics skills. Although not all its adherents are politically and educationally conservative, those who support fundamentalist schools certainly are. These schools emphasize uniform authority-centered education, strict discipline, and respect for the values of the dominant culture, as well as the traditional "Three R's." These back-to-basics schools are growing in popularity, though many educators are critical of what they consider the regressive tendencies of fundamentalist education. The author summarizes the thinking of theorists, such as Alfred North Whitehead, who suggest that language and mathematics skills, as traditionally defined, do not constitute the true basics of education. Instead, the cognitive, affective, and developmental skills necessary for mature and effective communication are the proper educational goals. The author concludes that it would be regrettable if the pressing problem of illiteracy becomes rigidly linked with fundamentalist conservatism. (Author)

ED 128 874 95 EA 008 583

Shepard, Morris A. Reed, Mary

A Research Agenda for Year-Round Schools: Executive Summary. Volume 1.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—AAI-75-159

Pub Date 8 Dec 75

Contract—HEW-100-75-0113

Note—34p.; For a related document, see EA 008 584

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Experimental Programs, Extended School Year, Program Descriptions, Program Evaluation, *Research Needs, School Calendars, Tables (Data), *Year Round Schools

The information and recommendations presented in this report are a distillation of a

more extensive companion volume, "The Importance of Year-Round Schools." Together both volumes fully describe the second phase of a national study of year-round schools (YRS) that was initially begun by the National Council of Year-Round Education in 1975. The purpose of this executive summary is to provide a brief overview of information collected and analyzed during the study's second phase and to describe a set of needed research projects. The research agenda presented in this report results from study of the present status of year-round schools, examination of extant evaluations and planning studies, and discussions with leading educators and administrators in the YRS movement. To facilitate access to more detailed information, this volume is cross-referenced to appropriate sections of "The Importance of Year-Round Schools." The appendix contains a summary of demographic and programmatic data on the 24 school districts studied in phase 2, as well as a summary of educational and financial evaluations of YRS programs that were conducted in the study districts. (Author/JG)

ED 128 875 95 EA 008 584

Shepard, Morris A. And Others

Year-Round Schools: The Importance of Year-Round Schools. Volume 2. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—AAI-75-159

Pub Date 8 Dec 75

Contract—HEW-100-75-0113

Note—133p.; Some tables may not reproduce clearly. For a related document, see EA 008 583

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bibliographies, Case Studies (Education), *Educational History, Elementary Secondary Education, *Experimental Programs, Extended School Year, Models, *Program Descriptions, Program Evaluation, Research Needs, School Calendars, *Year Round Schools

Identifiers—California

This report is intended to complement a much briefer companion volume, "A Research Agenda for Year-Round Schools: Executive Summary." Together both volumes fully describe the second phase of a national study of year-round schools (YRS) that was initially begun by the National Council of Year-Round Education in 1975. The bulk of this volume consists of (1) a history of year-round schools in the United States, (2) a comparative analysis of the 24 YRS programs studied in phase 2 (with three case studies) and a critique of program evaluations conducted in the study districts, (3) a substudy of the YRS movement in California, and (4) a description of needed YRS policy research. The appendix contains maps showing the geographic location of YRS programs in the United States and an extensive bibliography of materials relevant to the YRS movement. (Author/JG)

ED 128 876 95 EA 008 593

Alternative Schools. The Best of ERIC, Number 21.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, *Educational Alternatives, Elementary Secondary Education. The 12 extensively annotated articles and documents included in this collection range from analyses of what is wrong with alternative schools to procedures for their development. (IRT)

ED 128 877 95 EA 008 614

Alternative Uses of School Buildings. Educational Facilities Digest 11.

Council of Educational Facility Planners, Columbus, Ohio; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Building Conversion, *Literature Reviews, School Closing, *School Improvement, *School Planning, Space Utilization

School districts with surplus space and those wishing to obtain space more economically than by constructing conventional additions will obtain insights from this collection of eight abstracts of references in the ERIC system. (MLF)

ED 128 878 EA 008 617

Temkin, Sanford And Others

Linkage Models for Dissemination and Diffusion.

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 15-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adoption (Ideas), Educational Change, *Educational Innovation, Elementary Secondary Education, Models, *Research and Development Centers, *Research Utilization, *School Districts, *State Departments of Education

The objective of this paper is to sketch some emerging patterns of relationships growing out of the mutual desire of state departments of education, school districts, and research and development agencies to bring improvement and innovation to the schools. Two unpublished reports were used in preparing this paper. The first describes Research for Better Schools's relationships with nine different state agencies during 1971-73 and documents what states had done in the way of bringing research and development innovations to the schools. The second report summarizes the results of a questionnaire mailed to 116 state education administrators from 36 states during the latter part of 1973. In order to provide a base on which these emerging patterns can be examined, four types of findings have been selected: (1) some general characteristics of state departments of education, (2) some specific directions that states seem to be taking, (3) some ways in which states directly support innovation in schools, and (4) some state agency experiences with research and development agencies. Three patterns of interagency relationships are presented in order to describe linkage models that have been built to provide possible features of future relationships. (Author/IRT)

ED 128 879 EA 008 639

Hanson, J. Robert

Eight Steps to the Eighties: Interpreting Division Matrix Responses for Improved Departmental Management.

New Jersey State Dept. of Education, Trenton.

Office of Management Information.

Pub Date 28 Apr 76

Note—39p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Educational Planning, Elementary Secondary Education, *Objectives, Program Planning, *State Departments of Education, *State Programs, *Surveys, *Tables (Data)

Identifiers—*New Jersey

This publication presents and discusses the program priorities identified by 63 program managers from 10 of the 11 divisions of the New Jersey State Department of Education. The individual program priorities were prepared in response to eight overall objectives established by the State Commissioner of Education. For the purposes of analysis, the various divisions were grouped by function, and program-level responses were assigned number weights according to the value of the objective to which they relate. The assigning of values allows for the analysis of resource commitments. This matrix approach is intended to give the commissioner and members of the State Board of Education an overview of each program's priorities and each program manager's responses to those priorities. In addition to presenting a series of tables that summarize the individual program priorities, the report also includes a narrative that discusses the

responses and analyzes the ways in which they cluster. (Author/JG)

ED 128 880 EA 008 647

T & E. A Primer for School Improvement in New Jersey.

New Jersey State Dept. of Education, Trenton.

Pub Date 76

Note—49p.; Not available in hard copy due to color of print

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Policy, *Educational Legislation, *Educational Planning, Educational Policy, Elementary Secondary Education, *Equal Education, Models, School Law, *State Legislation

Identifiers—New Jersey, *New Jersey Public School Education Act 1975

This booklet summarizes and discusses the major provisions of New Jersey's Public School Education Act of 1975 and describes the educational planning process outlined in the act. The appendix contains the complete text of the act, as well as the section of the New Jersey Administrative Code that regulates implementation of the act's requirements. (JG)

ED 128 881 EA 008 649

Study of Resource Distribution Within School District 4J by Region, Level of School and Major Budget Item.

Eugene School District 4J, Ore. Div. of Research, Development, and Evaluation.

Pub Date Mar 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Average Daily Enrollment, *Educational Finance, Elementary Secondary Education, *Expenditure Per Student, Geographic Distribution, *Resource Allocations, *School District Spending, Student Enrollment, *Tables (Data)

Identifiers—*Oregon (Eugene)

This report examines the geographical distribution of expenditures within Eugene (Oregon) School District 4J during the 1974-75 fiscal year and compares these expenditure data with figures on average daily pupil membership for each of the district's four regions. Data for the study were taken from a report prepared by the district's accounting office on all expenses for each district school and from student enrollment reports submitted by the district to the State Department of Education. Overall, the Eugene district has a yearly budget of approximately \$33 million and an average daily pupil membership of about 20,000 pupils. Expenditure data for 110 separate accounts within 13 major budget areas are examined for the elementary, junior high, and senior high school levels, as well as for different geographical regions. Because the report is intended to be purely descriptive, no value judgments are offered on the different expenditure levels observed. However, the discussion does place considerable emphasis on the difference in expenditures between the district's north and south regions. (JG)

ED 128 882 EA 008 652

Education Amendments. Conference Report (to Accompany S.2657). 94th Congress, 2d Session. Report No. 94-1701.

Congress of the U.S., Washington, D.C. House.

Pub Date 27 Sep 76

Note—245p.; Not available in hard copy due to type size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Federal Programs, *Higher Education, *Vocational Education

Identifiers—*Education Amendments 1976, S 2657

This publication presents the complete text of S. 2657, the Education Amendments of 1976, as amended by the House-Senate conference committee and submitted to both houses of Congress for final approval. Basically, S. 2657 extends the Higher Education Act of 1965 and extends and revises the Vocational Education Act of 1963. In addition to the final text of S. 2657, this booklet also presents a lengthy explanatory statement that outlines the changes from the original bill recommended by the committee and briefly discusses the rationale for those changes. (JG)

ED 128 883 EA 008 653

How Shall Our Schools Be Used—Two Points of View. Community Education.

Oregon Univ., Eugene. Northwest Community Education Development Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.; Oregon Univ., Eugene.
Pub Date [76]
Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*After School Programs, *Community Schools, Community Service Programs, Educational Facilities, Educational Philosophy, *School Community Relationship, *School Role

From the narrow point of view, the use of schools is limited almost entirely to the academic learning of young people. School buildings are usually closed after the required work of youngsters and teachers is completed, and adults with educational needs do not have an opportunity to take classes or engage in other activities during the evening. This view assumes that the school's responsibility ends with the intellectual preparation of young people; there is little direct effort to join forces with the home or community. The "broad view" or "community" school involves people of all ages and circumstances and normally operates 14 to 16 hours each day, 6 days each week, all year long. The community school does not lessen the emphasis on academic learning for children; it simply operates over an extended period and does much more than provide good academic learning. The community school not only sends its staff into the home and community, but it involves adults from the community in the learning experiences of school children, and in the leadership of optional activities at the school. The reader must decide whether the narrow, traditional school or the broad, community school gives the greater promise. (Author/JG)

ED 128 884 EA 008 654

Nicodemus, R. B.

Development and Dissemination of Innovation in Education.

Pub Date 75
Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Diffusion, *Educational Innovation, *Educational Planning, Educational Policy, *Educational Research, Government Role, Research Utilization

Identifiers—*National Institute of Education, NIE
This paper is mainly devoted to the analysis of four planning reports that were produced by the Planning Unit of the National Institute of Education (NIE) to guide NIE's activities for 1972-73. Each report presented recommendations for new programs and management activities intended to lead to better achievement of American educational goals. In his discussion, the author focuses primarily on NIE's strategies for obtaining information on which to base decisions about national programs, the attention devoted by NIE to the problems of dissemination and adoption of innovations resulting from national programs, and evidence for the influence of the four planning reports on subsequent NIE programs. The four reports include "Research and Development in Education: Analysis and Program Development," which was prepared by a study group chaired by Senta Raizen; "A Research and Development Agenda for the National Institute of Education," which was prepared by a study group chaired by Beverly Kooi; "The National Institute of Education: Working Papers on Problems, Goals, and Program Initiatives for NIE," which was prepared by the Stanford Research Institute; and "An NIE Strategy Paper," which was prepared by Amitai Etzioni. (JG)

ED 128 885 EA 008 655

Wynn, Richard

Administrative Response to Conflict.

Tri-State Area School Study Council, Pittsburgh, Pa.
Pub Date 72
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Administrator Role, Board of Education Role, *Conflict, *Conflict Resolution, *Educational Administration, Elementary Secondary Education, Leadership Styles, *Organizational Climate
Enduring resolution of conflict is not so much the result of clever tricks as of the state of mind

of superintendents, school boards, teachers, students, and citizens and of the organizational climate of the schools and the community. It is important to view conflict in neutral terms, realizing that conflict may be good or bad. Effective administrators can accept conflict and capitalize on it to move the organization forward more rapidly. Many of the more difficult conflicts arise from goal ambiguity; by reducing goal ambiguity we can reduce many of the conflicts that arise over means. The classic outcomes of conflict are avoidance, deadlock, victory/defeat, compromise, and integration. Of these, integration is probably the least common but most effective over the long run. Organizational climate appears to predispose an organization toward productive conflict or destructive conflict, and the administrator significantly influences this climate by his administrative style and values. (Author/JG)

ED 128 886 EA 008 656

Fine, Thomas W.

Guide to Educational Problem Solving.

La Verne Coll., Calif.
Pub Date Sep 76
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Decision Making, *Educational Problems, Educational Research, Elementary Secondary Education, Field Studies, *Models, *Problem Solving, Teamwork

This model for solving educational problems consists of four major steps: (1) the problem is defined and verified; (2) solution criteria are established; (3) solution alternatives are surveyed; and (4) a solution is selected. "Problem" is defined as the discrepancy between an existing condition and a desired condition. This model is to be implemented by a problem-solving team, which consists of representatives of the parties affected by the problem, individuals with the appropriate expertise in the problem area, and individuals who are objective and skilled in problem-solving. After a preliminary statement of the problem, it is broken down into components that allow the team to define who is involved and when and where the problem occurs. Next, solution criteria (the "musts" and "shoulds" necessary for a good solution) are defined, along with constraints. A survey of the relevant literature, as well as consultation with experts and field tests, should be conducted. After a solution is selected, it must be field tested. Then the solution is modified and refined to conform to the findings of the field study. (Author/DS)

ED 128 887 EA 008 657

Clinkenbeard, Gary And Others

Post-Occupancy Evaluation of the Danville Community High School.

Pub Date Sep 76
Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Educational Research, *Educational Specifications, *Evaluation Methods, *Facility Case Studies, Flexible Facilities, *Models, Questionnaires, *School Design, Senior High Schools, Space Utilization, Tables (Data)

The primary purpose of this study was to develop a model for post-occupancy evaluation of a new school building and to field-test that model on a high school occupied two years before the evaluation. The evaluation model proposed to identify the general objectives of a school building project by means of a review of the educational specifications, to verify the validity of these objectives, and to identify and develop means to evaluate the attainment of these objectives. The objectives evaluated were (1) provide core spaces for 900 pupils and general instruction areas for 700 to 800 pupils, (2) allow for improved educational opportunities for pupils, (3) provide for flexible spaces, (4) utilize modern principles of design and provide a variety of sizes of instruction spaces, and (5) provide spaces that facilitate an innovative curriculum. The instruments selected to aid in the appraisal of each stated objective are described, and the findings summarized in the body of the text. Tables and other data are contained in the appendixes. (MLF)

ED 128 888 EA 008 658

Memo to: Ambulatory Health Care Planners.

Educational Facilities Labs., Inc., New York, N.Y.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date May 76

Note—39p.
Available from—Educational Facilities Laboratories, Inc., 850 Third Avenue, New York, New York 10022 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Architectural Barriers, *Architectural Programming, Building Conversion, Design Needs, Environmental Influences, Facility Planning, *Facility Requirements, Flexible Facilities, Found Spaces, *Health Facilities, Health Needs, Health Services, *Humanization, Medical Services, Movable Partitions, Shared Facilities, Space Utilization

Identifiers—*Ambulatory Health Care Facilities
Planning for changing types of health professions and a changing clientele necessitates designing flexible facilities. Findings from a recently completed analysis of ambulatory care facilities are directed to planners in the form of 16 memos. Approaches to planning and design considerations are made that attempt to humanize these facilities. Suggestions concern services provided, rehabilitation of existing space, converting found space, options and considerations in a new building, and shared services and facilities. Other factors are identified that improve the environment for ambulatory care for those who render the service and those who benefit by it. (Author/MLF)

ED 128 889 EA 008 659

Greenhalgh, John Schulz, Bonnie L.

Specifications for School Administration Central Office Facility.

Fairfield Public Schools, Conn.
Pub Date 16 Apr 75
Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Administrative Personnel, *Architectural Programming, *Educational Specifications, *Facility Requirements, *Offices (Facilities), Performance Specifications, School Districts, Space Classification

Identifiers—Connecticut (Fairfield)
Specifications developed to assist in planning a new administrative office are contained in this report for each of the following activities: central direction and management, instructional affairs, business affairs, supportive services, public accommodation, and employee accommodation. Of particular importance in determining the specifications were the analysis of function and space requirements, provision for future growth, and the determination of spatial relationships through a communicative and work processing contact chart. All aspects of the office environment were considered, as well as traffic, visitors, parking, and storage. (Author/MLF)

ED 128 890 EA 008 660

Open Area Schools. Bibliographies in Education No. 17.

Canadian Teachers' Federation, Ottawa (Ontario).
Report No.—C-71101
Pub Date Jan 71
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Bibliographies, Educational Environment, *Educational Facilities, Elementary Education, Flexible Facilities, Open Education, *Open Plan Schools, Publications, School Buildings, *School Design

This booklet lists 100 books, articles, and theses dealing with the general topic of open plan schools. Most of the publications listed were published between 1965 and 1970, although a few entries are included from the period 1960-1965. ED numbers are given for those books that have been indexed and abstracted through the Educational Resources Information Center (ERIC) system. Sources consulted in preparing the bibliography include "Canadians," "Canadian Education Index," "Cumulative Book Index," "Current Index to Journals in Education," "Directory of Education Studies in Canada," "Education Index," "Education Studies in Canadian Universities," "Research in Education," and "Research Studies in Education." (JG)

ED 128 891 EA 008 661

A Short Annotated List of Information on Open Area Schools in Canada.

Canadian Education Association, Toronto (Ontario).
Pub Date Jun 73
Note—3p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

50 Document Resumes

Descriptors—*Academic Achievement, *Annotated Bibliographies, Bibliographies, *Educational Environment, *Educational Facilities, Elementary Education, Open Education, *Open Plan Schools, Publications, School Design, Student Behavior, Student Teacher Relationship
Identifiers—*Canada

This annotated bibliography lists approximately 50 publications dealing with the general topic of open-plan schools in Canada. With a few exceptions, all the publications listed were published between 1970 and 1973. Entries are organized into three separate sections for studies and other material produced by school boards and associations, studies produced at universities, and journal articles. No annotations are included for the journal articles listed. (JG)

ED 128 892 EA 008 662

The Hampton Charrette.

Perkins and Will, Architects, Chicago, Ill.
Pub Date May 70
Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Architectural Programing, Building Innovation, *Discussion Groups, *Educational Specifications, Flexible Facilities, *School Planning, Secondary Education, Slides, Student Participation

Identifiers—*Charrettes, Virginia (Hampton)
Proceedings of a two-day charrette or "brainstorming session" held to explore ideas for the schools generally and for the new high school specifically, are outlined. An initial slide presentation by the planning team of some innovative educational facilities is described in text and sketches. Goals and possible building solutions suggested by each of four discussion groups are then summarized. (MLF)

ED 128 893 EA 008 663

Design Development Plans for Altamont Junior High School, Klamath Falls, Oregon.

Lutes and Amundson, Architects and Community Planners, Springfield, Oreg.
Spons Agency—Klamath County School District, Klamath Falls, Oreg.
Pub Date Sep 71

Note—60p.; Some illustrations may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Building Materials, Curriculum Design, Educational Environment, *Educational Objectives, Educational Programs, Facility Guidelines, *Facility Requirements, House Plan, *Junior High Schools, Resource Centers, School Design, *School Planning, Site Selection, *Space Classification

Identifiers—Oregon (Klamath Falls)

The architects, with the teaching staff, administration, students, and community, worked as a team to make a coordinated statement of the physical, functional, and esthetic proposals for a new school. The space and functional requirements of each teaching area have been documented and analyzed to arrive at a realistic appraisal of need for the school. For each space, floor area equipment needs and environmental characteristics have been established. In addition, for each teaching area, an organizational diagram showing the desirable interrelationship of the spaces and functions has been developed. Other elements treated in the report are the number and allocation of staff, site description, outline of the educational program and objectives, organizational plan, construction methods and materials, and mechanical and electrical systems. An architectural drawing of the proposed school is included. (Author/MLF)

ED 128 894 EA 008 664

Erickson, Kenneth And Others

Planning Goals and Concepts and Space Facilities Program for Northwest Christian College.

Amundson Associates, Springfield, Oreg.
Spons Agency—Northwest Christian Coll., Eugene, Oreg.
Pub Date Jun 74
Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Campus Planning, *Church Related Colleges, College Housing, *College Planning, Educational Environment, Educational Objectives, *Facility Requirements, Flexible Facilities, Gymnasiums, *Higher Education, *Master Plans, Resource Centers, Space Classification, Space Utilization, Student Teacher Relationship, Student Unions
Identifiers—Chapels, Oregon (Eugene)

The information presented in this report is designed to develop a better understanding of the design background of the Northwest Christian College campus and its academic center, activity center, and residence center. The goals, facts, and needs of the educational program of the college have been analyzed and synthesized into a design concept for the college campus that is intended to provide an image of the architectural environment in which the educational program of the next decade can be conducted. (Author/MLF)

ED 128 895 EA 008 666

Moser, Robert P.

Administration and the Territorial Imperative.

Pub Date Jan 71

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Attitudes, *Animal Behavior, *Behavior Patterns, Biology, *Bureaucracy, *Educational Administration, Elementary Secondary Education, Post Secondary Education, Social Behavior

This paper explores some of the evidence relating similarities between lower animal behavior in defense of territory and administrative behavior in defense of position prerogative. The bureaucratic organization has a system of sanctions to penalize those who would infringe upon the territory of superordinates. Humans mark their domains by audio and visual symbols much as many animals do. If we compare our behavior with the observed behavior of the baboon, the congruence could be shocking. Empirical data reported by Ardrey indicate that lower animals have better accommodated the differences between the sexes than have humans; men and women may love one another in the union of matrimony, but they do poorly in the union of professions. There is increasing evidence that fragmentation within the educational profession explains, in part at least, why education does not get a larger proportion of the gross national product. If we continue behaving like baboons and allow ourselves to be fragmented by our protection of territory, the educational enterprise will limp along without reaching its full potential. (Author/JG)

ED 128 896 EA 008 667

Erickson, Kenneth A. And Others

An Analysis of Enrollment, Facilities, and Grade Organization. Phoenix-Talent School District #4, Jackson County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research and Service.

Pub Date Nov 71

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Building Plans, *Change Strategies, *Educational Facilities, Elementary Secondary Education, *Enrollment Projections, *Facility Case Studies, Facility Requirements, *Grade Organization, Student Enrollment, Tables (Data)

Identifiers—*Oregon (Phoenix Talent)

This publication presents the report of a study team that examined the facilities and grade organization of the Phoenix-Talent (Oregon) School District in light of the district's present and anticipated enrollment as of November 1971 and recommended a number of changes in both areas. Chapter 1 presents a brief overview of chapter 3 and also includes suggestions for grade organization of the district's schools. Chapter 2 presents five-year enrollment projections for the Phoenix-Talent area, utilizing historical data and past trends in school population. Chapter 3 describes the site and structures of each of the four Phoenix-Talent schools and provides specific recommendations for changes in facilities in light of projected needs. Simple floor plans and detailed data on room size and utilization for each of the four schools are included in chapter 3. (Author/JG)

ED 128 897 EA 008 668

Fong, Elizabeth And Others

Six Data Base Management Systems: Feature Analysis and User Experiences. Technical Note 887.

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—Federal Aviation Administration, Washington, D.C. Office of Management Systems.

Report No.—NBS-TN-887

Pub Date Nov 75

Note—87p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13-46:887, \$1.45)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Computer Science, *Data Bases, *Data Processing, Evaluation Criteria, Information Science, *Management Information Systems, *Program Descriptions, *Program Evaluation

Identifiers—ADABAS, *Data Base Management Systems, IMS VS, INQUIRE, MODEL 204, SYSTEM 2000, TOTAL

This report presents an objective overview of features of six selected data-base management systems and federal user experiences with these systems. Application criteria were developed in order to aid in the evaluation and selection of data-base management systems. The advantages of generalized data-base management systems over traditional methods of software development are discussed. The criteria for choice of the six systems' features are presented. The data reported were gathered from two sources—vendors and users. Vendor information consisted of side-by-side presentation of features of the six systems. User experiences reported are summarized under appropriate headings. This information is used to derive application criteria for assessing the usability and operational suitability of data-base management systems to a variety of data processing requirements. The six systems reviewed are ADABAS, IMS/VS, INQUIRE, MODEL 204, SYSTEM 2000, and TOTAL. (Author)

ED 128 898 EA 008 669

Walker, Howard V. Arthur, E. R.

The School of the Future. Stelco Trend. Number 34 in a Series.

Seethaler and Bernard, Toronto (Ontario).

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Building Materials, *Building Plans, *Building Systems, *Modular Building Design, Open Plan Schools, *School Planning, *Systems Approach

Identifiers—Canada

Floor plans and illustrations present a simplified building system for an elementary school that can be utilized by any school board. All components for the system can be drawn from existing products and readily integrated with the structure. The component assembly and connections are illustrated in detail. Factory production is utilized to reduce site labor time and to obtain improved technical performance. The system of construction consists of the assembly of a "kit" of components comprising steel joists, trusses, columns, and exterior metal panels. The school is designed on a horizontal module of five feet and future expansions can be provided in increments of 15 feet. (Author/MLF)

ED 128 899 EA 008 670

Gibbons, Maurice

The New Secondary Education. A Phi Delta Kappa Task Force Report.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—199p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47401 (\$5.00/\$4.00 for PDK members)

Document Not Available from EDRS.

Descriptors—*Attendance, Community Education, Community Schools, *Educational Alternatives, *Educational Change, Educational Innovation, Educational Programs, School Attendance Legislation, *Secondary Education, Secondary School Students, Social Development

Identifiers—Voluntary Attendance

The intent of this report of the Phi Delta Kappa Task Force on Compulsory Education and Transitions for Youth is to offer a comprehensive model for educational change—to provide both recommendations and procedures for far-reaching change in secondary education. The author emphasizes that simple revision of existing educational systems will not accomplish the kind of comprehensive reform that is needed. Instead, a new and appropriate setting in school districts must be created. The questions surrounding compulsory attendance age and voluntary attendance are discussed. Fourteen propositions intended as broad assumptions on which to rethink secondary

education are listed. A fictitious community school program is presented as an example of the practices suggested in the 14 propositions. Comments and dissenting opinions of three task force members are appended. (Author/DS)

ED 128 900 EA 008 671

Martin, LaPrelle And Others
Alternative Building Design: A Study of Self-Contained and Open Space Class Area.

Boulder Valley School District RE-2, Boulder, Colo.; Northern Colorado Educational Board of Cooperative Services, Boulder.

Pub Date Jul 76

Note—156p.; Tables may reproduce poorly due to small print

Available from—Office of Evaluation and Guidance, Boulder Valley School System, 6500 Arapahoe Avenue, Boulder, Colorado 80302 (\$6.25)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Academic Achievement, *Building Design, *Classroom Environment, Educational Facilities, Elementary Education, *Open Plan Schools, Parent Attitudes, Questionnaires, School Buildings, *School Surveys, Student Attitudes, *Tables (Data), Teacher Attitudes
Identifiers—*Colorado (Boulder Valley)

This report describes a study conducted by the Boulder Valley (Colorado) Public Schools to determine the impact and value of the district's open-space elementary schools as compared to its traditional school buildings with self-contained classrooms. Specifically, the study sought to determine the effects of varying school designs on (1) the attitudes of elementary students, teachers, and parents toward school, (2) classroom atmosphere, structure, and activity, and (3) the academic achievement of students. The study of academic achievement was completed during the 1973-74 school year; all other data for the study were collected between January and June 1975. Data and findings from the surveys are presented and described in separate sections that focus in turn on teachers' attitudes, students' attitudes, classroom atmosphere and activity, parents' attitudes, and academic achievement. A final section presents tables that summarize data for the entire study and discusses implications of the study's findings. The appendix lists the district's 25 elementary schools by building type and contains samples of the various data collection questionnaires. (JG)

ED 128 901 EA 008 672
School-Community Participation in Determining School Effectiveness.

California State Dept. of Education, Sacramento.; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date 76

Note—24p.; For related documents, see EA 008 673 and ED 066 822; Photos may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Role, Community Role, *Cooperative Planning, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *Guidelines, Parent Role, *School Community Relationship, Staff Role, Student Role

This booklet provides a brief overview of educational evaluation and presents basic guidelines for developing a cooperative school-community program of educational evaluation. It is designed for use in conjunction with a lengthy handbook, "Education for the People: Volume III," which explains in more detail basic principles and methods of evaluation that can be used in assessing the effectiveness of educational priorities, programs, and personnel. The booklet briefly examines different approaches to educational evaluation, discusses the role of different community members and school personnel in educational evaluation, and describes different stages of the evaluative process. (JG)

ED 128 902 EA 008 673
Education for the People: Volume III. A Handbook for Determining School Effectiveness.

California State Dept. of Education, Sacramento.; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date 76

Note—256p.; For related documents, see EA 008 672 and ED 066 822

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Cooperative Planning, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Guidelines, *Models, Program Evaluation, Questionnaires, School Community Relationship, Student Evaluation

This handbook explains basic principles and methods of evaluation that can be used in assessing the effectiveness of educational priorities, programs, and personnel. Volumes I and II provided guidelines to assist in the setting of communitywide educational goals; Volume III is intended to help schools and communities carry out educational planning, implementation, and evaluation in order to meet those goals. The handbook is organized into three main sections containing several chapters each. Section A provides a general introduction to evaluation in education; section B examines the evaluation of program effectiveness in educational settings; and section C discusses the evaluation of student programs. More than half of the handbook consists of appendices A, B, and C, which present examples of evaluation methods and explain important ideas suggested in sections A, B, and C. Each appendix contains resource material related to its corresponding section. The handbook is designed for use in conjunction with a companion booklet, "School-Community Participation in Determining School Effectiveness," which provides a brief overview of educational evaluation and presents basic guidelines for developing a cooperative school-community program of educational evaluation. (JG)

ED 128 903 EA 008 674

Freedman, Albert I.
Perting the New Waverly School.

Pub Date [70]

Note—22p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, *Educational Innovation, *Educational Planning, Elementary Education, Open Education, *Program Descriptions, *Program Evaluation, Program Planning

Identifiers—Connecticut (Hartford), PERT, *Program Evaluation and Review Technique

The Program Evaluation and Review Technique (PERT) implies the necessity to program the sequence of steps leading to the completion of a product. It takes cognizance of the need to define clearly each event and recognizes the obligation to describe the start and/or the completion of the interdependent activities. Essentially, the PERT chart is a graphic representation of a process. The Waverly School PERT chart visualizes the major events in the plan for opening the new elementary school. PERT chart construction is a catechistic process of plotting events and activities systematically. Events are points in time depicted by a circle. They consume neither time nor resources. Activities, which expend time, money, personnel, and/or other resources, are designated by the line connecting events. As an example of the application of the PERT technique to education, a discussion of the events in the Waverly PERT chart is presented. (Author/IRT)

ED 128 904 EA 008 675

Energy Conservation. The Capital Investment Needs for Building Rehabilitation for Non-Profit Educational Institutions. Paper No. 2.

Energy Task Force, Washington, D.C.
Spons Agency—American Council on Education, Washington, D.C.; Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date 17 Apr 75

Note—14p.; Computer printouts on pages 10-12 may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Building Improvement, *Capital Outlay (for Fixed Assets), Educational Facilities, *Educational Finance, Elementary Secondary Education, *Energy Conservation, Expenditures, *Federal Aid, Fuel Consumption, Higher Education, School Surveys, Tables (Data)

This paper is one of several reports being prepared by the Energy Task Force on the impact of energy supply and cost trends on non-profit educational institutions. This particular re-

port focuses on the need to render educational facilities more energy-efficient through a program of capital investments focused on the rehabilitation of existing buildings. The report identifies the advantages offered by federal support of a building rehabilitation program that reduces both energy consumption and costs in the educational sector; it also outlines a phased investment plan for educational institutions involving progressive levels of technical sophistication and expenditure. Several tables that summarize survey data on the energy consumption and energy costs of 46 American colleges and universities are also included. Although the quantitative data applies specifically to institutions of higher education, most of the report applies equally to elementary and secondary schools as well. (Author/JG)

ED 128 905 EA 008 676

Suter, Larry E.
Projections of School and College Enrollments: 1971 to 2000. Current Population Reports. Population Estimates and Projections. Series P-25, No. 473.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Jan 72

Note—17p.; Not available in hard copy due to small type size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.15)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Graphs, Higher Education, *Population Trends, Secondary Education, *Student Enrollment, *Tables (Data)

This report presents projections of school enrollment by age, sex, and grade level to the year 2000, taking into account the latest population projections prepared by the U.S. Bureau of the Census. The figures apply to full enrollments of the civilian noninstitutional population 5 to 34 years old in elementary school, high school, and college. The method for preparing this projection took account of enrollment rates for age groups compiled annually in the October Current Population Survey. In general, the method involved projecting enrollment rates by single years of age and sex for October of each year and applying these rates to projections of the population by single years of age and sex. Table 1 presents projections of school enrollment by age, sex, and level of school for every fifth year from 1970 to 2000. Table 2 presents annual projections of school enrollment by level of school and sex to the year 2000. The enrollment rates corresponding to the projected enrollments presented in table 1 are shown in table A-1, and enrollment projections by sex and level of school for four population series and two enrollment series are shown in table A-2. (Author/JG)

ED 128 906 EA 008 677

Brubaker, Charles William
New Directions for School Design.
Perkins and Will, Architects, Chicago, Ill.

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Building Innovation, *Educational Innovation, *Educational Specifications, Elementary Secondary Education, Flexible Facilities, School Community Relationship, *School Design, *School Planning, Shared Facilities

Describes and illustrates some innovative programs and facilities that interrelate school design with the larger concerns of the community. (MLF)

ED 128 907 EA 008 678

Brubaker, Charles William
The Three Generation Neighborhood.
Perkins and Will, Architects, Chicago, Ill.

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Groups, City Improvement, Generation Gap, Health Facilities, *Housing Opportunities, Housing Patterns, *Humanization, Neighborhood Centers, *Neighborhood Improvement, *Neighborhood Integration, Sociocultural Patterns

The neighborhood, whether reestablished in the city or in a new town, at its best avoids not only racial and income segregation, but also age segregation. Since the three-generation family within a single dwelling no longer is likely, the

52 Document Resumes

neighborhood should be restored to accommodate all generations. This study explores how the concept of neighborhood can be reestablished and how it can become a three-generation neighborhood. (Author/MLF)

ED 128 908 EA 008 679
Energy Management Guide for Building Management. Electricity.

Consolidated Edison Co., Brooklyn, N.Y.

Pub Date Sep 73

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Building Operation, Climate Control, *Electricity, Elementary Secondary Education, *Energy Conservation, *Guidelines, Higher Education, Lighting, School Buildings

This guide is intended for use by commercial building management and operating staffs to encourage energy conservation. The measures suggested are meant to allow building operation at optimum efficiency while minimizing energy waste. Though mainly applicable to multistory buildings, the suggested energy conservation measures are also adaptable to other commercial structures such as educational facilities. Specific topics discussed include controllable electric billing elements, electric energy charges, electric demand charges, unnecessary air conditioning, unnecessary lighting, tips on lighting economy, and tips on reducing electric demand. (Author/JG)

ED 128 909 EA 008 680

Craig, William L.

Implementing Title IX on the Secondary Level.

Pub Date [76]

Note—9p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletic Programs, Checklists, Curricular Activities, *Federal Legislation, *Guidelines, *Physical Education, *School Law, Secondary Education, *Sex Discrimination

Identifiers—Education Amendments 1972 Title IX

This article discusses the U.S. Department of Health, Education, and Welfare's regulations governing implementation of Title IX of the Education Amendments of 1972 and offers information and guidelines to aid school personnel in complying with the Title IX regulations. The author briefly describes the purpose of Title IX and presents examples of the type of information that must be gathered by school officials to demonstrate compliance with the Title IX regulations. He provides a sample checklist used by the Los Angeles Unified School District to evaluate each school's programs and activities for Title IX compliance and outlines the type of information gathered by the Office of Civil Rights in conducting onsite reviews. Approximately half of the article consists of questions and answers about Title IX that are commonly asked of HEW officials. (JG)

ED 128 910 EA 008 681

Wilson, Alfred P. Hudson, Stanley E.

Immediate Superordinates' Perception of the Middle School Principal's Functions.

Pub Date [76]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Attitudes, *Administrator Background, *Administrator Characteristics, *Administrator Role, Junior High Schools, *Middle Schools, *National Surveys, Predictor Variables, *Principals, Supervisors

This study investigated the perceptions of middle school principals' immediate superordinates regarding the principal's proper functions and sought to determine if those perceptions were significantly affected by differences in geographic location, sex, age, or administrative background among superordinates. Data were gathered through a Likert-type questionnaire that was mailed to 250 superordinates throughout the United States. Superordinates were asked to rate the importance of 124 administrative functions within the six major categories of curriculum and instruction leadership, personnel guidance, school-community relations, administrative responsibility, evaluation responsibility, and professional improvement. Analysis of the responses

showed that superordinates' expectations for middle school principals varied significantly in different geographic regions and that differences in the previous administrative background of superordinates also affected their perceptions. However, neither the age of superordinates nor the number of years they had been in their present position significantly affected perceptions. A valid comparison of responses for male and female superordinates was not possible, because only 5 of the 216 respondents were female. (JG)

ED 128 911 EA 008 682

Wilson, Alfred P., Comp. And Others

The Principalship. A Selected Bibliography. No. 17601.

Pub Date 76

Note—31p.; For related document, see ED 098 702

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Role, *Bibliographies, Elementary Secondary Education, *Principals, Publications

This bibliography lists approximately 400 articles and books published after 1969 that deal with the function of public school principals in the United States. The periodicals included were chosen from those listed in "Education Index" from 1970 through June 1976. Books with a post-1969 copyright were selected from those in the 1976 edition of "Books in Print." Articles are listed in separate sections by year of publication, while books are listed in a single section covering the entire period 1970-1975. Within each section, all publications are listed alphabetically by author's name. (JG)

ED 128 912 EA 008 683

Wilson, Alfred P. Rezac, James

The Functions of the High School Principal as Perceived by Student Body Presidents.

Pub Date 76

Note—25p.; For a related document, see ED 114 928

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Role, *National Surveys, Predictor Variables, *Principals, *Secondary Education, *Student Attitudes, Student Characteristics

This study gathered data on high school student body presidents' perceptions of the principal's role and sought to determine if these perceptions were significantly affected by differences in geographic location, school size, sex, race, academic success, and parents' occupations among the responding students. Data were gathered through a Likert-type questionnaire that was mailed to 250 student body presidents representing all parts of the United States. The students were asked to indicate the importance they attached to 124 administrative functions. The least squares analysis of variance and Fisher's Least Significant Difference test were used to analyze the collected data. No significant differences in responses were found to be related to differences in race, geographic location, or size of school attended by respondents. However, female respondents had a higher response mean for all categories of administrative functions than did males, and students with the lowest grade averages perceived all administrative functions to be more significant than did more successful students. Differences in parents' occupations significantly affected students' perceptions of the relative importance of different administrative functions. (JG)

ED 128 913 EA 008 684

Foster, Bruce E., Ed.

Performance Concept in Buildings. Volume 1: Invited Papers. Proceedings of a Symposium Jointly Sponsored by the International Union of Testing and Research Laboratories for Materials and Structures (RILEM), the American Society for Testing and Materials (ASTM), and the International Council for Building Research Studies and Documentation (CIB) (Philadelphia, Pennsylvania, May 2-5, 1972).

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-361

Pub Date Feb 72

Note—791p.; Volume 1 of 2 volumes; Pages 289-295 were removed due to copyright restrictions

EDRS Price MF-\$1.50 HC-\$42.19 Plus Postage.

Descriptors—Architectural Programming, Architectural Research, Building Materials, *Buildings,

Building Systems, Design Needs, Evaluation Methods, *Facility Guidelines, *Facility Requirements, Human Engineering, *Performance Criteria, *Performance Specifications, Symposia

Volume 1 contains all the invited papers accepted for the symposium. The subject matter covered in the papers includes physiological, anthropometrical, psychological, sociological, and economic human requirements and methods of evaluation; physical requirements and methods of evaluation in mechanical, acoustical, thermal, dimensional stability, compatibility, fire properties, and geometry areas; operation and maintenance requirements and methods of evaluation in such areas as maintenance, repair, replacement, and versatility; techniques and problems in applying the performance concept to design; and experience gained in application of the performance concept in design, building, and building use. (Author)

ED 128 914 EA 008 685

Culver, Charles G. And Others

Natural Hazards Evaluation of Existing Buildings. Building Science Series 61.

National Bureau of Standards (DOC), Washington, D.C.

Pub Date Jan 75

Note—962p.; Computer printouts and photos may reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13.29:2/61, \$11.10)

EDRS Price MF-\$1.83 HC-\$51.57 Plus Postage.

Descriptors—Accident Prevention, *Buildings, Building Systems, Climatic Factors, Engineering Technology, *Evaluation Methods, *Performance Criteria, Performance Specifications, Physical Design Needs, *Safety, Structural Building Systems

Identifiers—Earthquakes, Hurricanes, *Natural Hazards, Tornadoes

A methodology is presented for survey and evaluation of existing buildings to determine the risk to life safety under natural hazard conditions and estimate the amount of expected damage. Damage to both structural and nonstructural building components resulting from the extreme natural environments encountered in earthquakes, hurricanes, and tornadoes is considered. The methodology has the capability of treating a large class of structural types. Three independent but related sets of procedures for estimating damage for each of the natural hazards are included in the methodology. The first set of procedures provides a means for qualitatively determining the damage level on the basis of data collected in field surveys of the building. The second set utilizes a structural analysis of the building to determine the damage level as a function of the behavior of critical elements. The third set is based on a computer analysis of the entire structure. The procedures are presented in a format which allows updating and refining. Numerical examples illustrating application of the procedures are included. (Author)

ED 128 915 EA 008 688

Jacobs, T. O. And Others

Princeton High School: A Needs Analysis. Consulting Report.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRR0-CR-D4-71-28

Pub Date Jan 71

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Environment, Communication Problems, Consolidated Schools, Contingency Management, Discipline Policy, *Educational Assessment, Leadership, *Needs Assessment, *Organizational Development, Problem Solving, *Race Relations, Racial Discrimination, Role Perception, Secondary Education, Sensitivity Training, Student Attitudes, Student Teacher Relationship, Teacher Attitudes

Identifiers—Ohio (Cincinnati), Princeton High School

This report presents a description of the activities and findings of a research team providing consulting services to Princeton High School in the areas of classroom management, leadership and organizational development, and race relations. The predominantly middle-class white

school was merging with a predominately black working-class school. Existing and anticipated problem areas were to be identified in the analysis. The team approached its task by fragmenting and then interviewing personnel who were thought most likely to be able to provide information in each of the team member's area of expertise. These areas included management, leadership, and small-group effectiveness; instructional methodology and contingency management technique applications; cross-cultural and cross-ethnic values, goals, and aspirations content. The findings consist mainly of what the team found to be the existing perceptions among teachers, students, and administrators regarding their relative roles and how these roles are performed. The section on findings is followed by recommendations for possible changes. (Author/MLF)

ED 128 916 EA 008 689

Educational Specifications.

Manson Jackson Kane, Inc., Lansing, Mich.

Pub Date Jun 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Architectural Programming, *Decision Making, Diagrams, *Educational Specifications, *Facility Guidelines, *School Construction, *School Planning

The characteristics of educational specifications are outlined; reasons for developing them stated; and several diagrams illustrate the organizational linkage of educational specifications in the decision-making process of constructing new school facilities. A suggested outline for educational specifications is also offered. (MLF)

ED 128 917 95 EA 008 690

Hickrod, G. Alan And Others

Enrollment Change and Educational Personnel Change in the K-12 Schools of Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RR-3-HYCH-76

Pub Date Mar 76

Contract—POO-75-0365

Note—55p.; Supplement to Report of the Illinois Task Force on Declining Enrollments in the Public Schools, ED 116 353

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, *Declining Enrollment, Elementary Secondary Education, *Enrollment Rate, Job Layoff, Property Appraisal, Salaries, School Districts, Statistical Analysis, *Statistical Data, *Student Enrollment, Tax Rates, Teachers

Identifiers—Illinois, *Reduction in Force

At present, there are no viable models of organizations in decline; all sociological and economic theories deal with growing, expanding organizations. However, as the statistical data from Illinois school districts indicate, declining enrollment and reduction in force are pressing problems. This statistical analysis contains data on population, tax bases, property appraisal, salary, pupil/teacher ratios, teacher/administrator ratios, and community types. These variables were correlated to determine the trends and patterns in enrollment decline in Illinois. Data from Chicago were not included. The authors recommend changes in Title I weighting to relieve urban districts undergoing enrollment decline and changes in student clientele. They assert that reductions in administrative staff should keep pace with both enrollment decline and teacher reduction. The teacher/administrator ratios discovered in this study could perhaps be used as guidelines for reduction in force. They suggest that the state provide financial assistance to districts hardest hit by declining enrollment and reduction in force. (DS)

ED 128 918 EA 008 691

Planning for Declining Enrollments. Planning Assistance Manual and Case Studies.

Minnesota Association of School Administrators, St. Paul.; Minnesota State Dept. of Education, St. Paul.; Minnesota State Planning Agency, St. Paul.; Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jul 76

Note—246p.; For individual parts of this document, see EA 008 692-697; Tables may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Administrative Personnel, Boards of Education, Budgets, *Case Studies, Case Studies (Education), *Decision Making, *Declining Enrollment, Educational Facilities, *Educational Planning, Educational Programs, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, Job Layoff, School Closing, *School Districts, School Personnel, School Superintendents

Identifiers—*Minnesota, Reduction in Force

Declining enrollment in Minnesota schools is the subject of this collection of five case studies and one planning manual. The information in the manual and in the case studies of representative school districts is published together to provide persons interested in overall state policy with examples in enough detail to provide a sense of what is happening in districts differing in population and composition. The nature of the problems arising from declining enrollment suggests that the district level is the appropriate one for decision-making. Enrollment decline has brought about the demise of the expansive, innovative mood in Minnesota schools, as the case studies indicate. Program innovation is not as easily accepted, and school personnel are increasingly worried about job preservation. In some districts, the number of administrative personnel has been reduced to such a point that the time and energy for effective planning are no longer available. These materials were prepared for use by school superintendents and school boards for local school district planning. (Author)

ED 128 919 EA 008 692

Managing School Districts with Declining Enrollments. Planning Assistance Manual.

Minnesota Association of School Administrators, St. Paul.; Minnesota State Dept. of Education, St. Paul.; Minnesota State Planning Agency, St. Paul.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jul 76

Note—79p.; For related documents, see EA 008 691-697

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Budgets, Community Involvement, Decision Making, *Declining Enrollment, *Educational Facilities, Educational Finance, *Educational Planning, Elementary Secondary Education, *Enrollment Projections, Job Layoff, *School Closing, School Districts, School Superintendents, Statistical Data, Teachers

Identifiers—*Minnesota, Reduction in Force

Enrollment decline is a problem in the majority of Minnesota's school districts. Declining enrollment means that school administrators must plan for the financial difficulties arising from cutting budgets, reducing staff, closing buildings, and ending programs. Written to stimulate effective planning for declining enrollment, this manual emphasizes basic tools for collecting, organizing, and presenting information and statistical data. It is not intended as a guide to comprehensive educational planning in which school district policy is set for years to come. But because declining enrollment does have a profound effect on overall planning, this manual's approach can lead to the setting of educational priorities in individual school districts. The experiences and suggestions of 25 school superintendents from Minnesota districts of all sizes are summarized in this volume. In addition to outlining methods for projecting enrollment and budget alterations, the manual presents methods for analyzing staff and facilities (including suggested criteria for selecting schools to be closed) and for involving the community in decision-making. (Author/DS)

ED 128 920 EA 008 693

Managing School Districts with Declining Enrollment. Case Study Number 1: School District A. A Metropolitan-Suburban Community.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Minnesota State Planning Agency, St. Paul.

Pub Date Apr 76

Note—32p.; For related documents, see EA 008 691-697

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Budgets, *Case Studies, Case Studies (Education), Decision Making, *Declining Enrollment, Educational Facilities, *Educational Planning, Educational Programs, Elementary Secondary Education, *Enrollment Projections, School Closing, *School Districts, *Suburban Schools, Teachers

Identifiers—*Minnesota, Reduction in Force
Published in conjunction with a planning assistance manual (EA008692), this case study examines the impact of declining enrollment on one suburban Minnesota school district. To cope with enrollment decline, the district sought to maintain a balanced budget and to preserve as nearly as possible its existing educational programs. It also sought legislative relief from expenditure constraints that would have placed it in a fiscally untenable position. To balance the budget, the district adopted school closing procedures later utilized by other school districts. These procedures, along with other planning techniques dealing with program reduction and personnel development, are summarized in this document. The intent of the five case studies in this collection is to assist school officials and interested citizens in dealing with problems associated with enrollment decline. (Author/DS)

ED 128 921 EA 008 694

Managing School Districts with Declining Enrollment. Case Study Number 2: School District B. A Small City.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Minnesota State Planning Agency, St. Paul.

Pub Date Apr 76

Note—32p.; For related documents, see EA 008 691-697

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—*Budgets, *Case Studies, Case Studies (Education), Decision Making, *Declining Enrollment, Educational Facilities, Educational Finance, Educational Planning, Educational Programs, Elementary Secondary Education, *Enrollment Trends, School Closing, *School Districts, School Personnel

Identifiers—*Minnesota, Reduction in Force

This case study of the effects of declining enrollment on the school district in one small Minnesota city is published in conjunction with a planning assistance manual. In its attempt to balance the budget, the district was forced to make many staff reductions, including cuts in administrative staff. In addition to the problems in force and building closing, the district faces growing resistance on behalf of those who wish to protect positions and maintain the status quo; it must also contend with a deteriorating high school building and increasing costs. Serious erosion of management capability has resulted from the retrenchment process. A transcription of a budget-cutting school board meeting indicates the pessimism pervading this district. The intent of the five case studies in this collection is to assist school officials and interested citizens in dealing with problems associated with enrollment decline. (Author)

ED 128 922 EA 008 695

Managing School Districts with Declining Enrollment. Case Study Number 3: School District C. A Complete Agricultural Service Center.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Minnesota State Planning Agency, St. Paul.

Pub Date Apr 76

Note—25p.; For related documents, see EA 008 691-697

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—*Case Studies, Case Studies (Education), *Declining Enrollment, Educational Facilities, Educational Finance, Educational Planning, Educational Programs, Elementary Secondary Education, *Enrollment Trends, *Rural School Systems, School Closing, *School Districts, School Personnel, Small Schools

Identifiers—*Minnesota, Reduction in Force

The effects of declining enrollment on one small town school district in Minnesota are examined in this case study, published in conjunction with a planning manual on enrollment decline. This district, located in a predominantly agricultural, rural area, was forced to reduce its staff, close two elementary schools, and reorganize its educational programs to live within its financial means. To curtail the effects of lower enrollment and less money on the number of high school course offerings, the district instigated a trimester program that makes a large number of electives available, even though each elective is not offered every year. Some school facilities, such as the high school library, are now shared with the community. Most reduction in force has been accomplished through attrition (retirement and resignation), rather than through layoff. This case study, like the other four in this series, is intended to assist school officials and interested citizens in dealing with problems associated with enrollment. (Author/DS)

ED 128 923 EA 008 696
Managing School Districts with Declining Enrollment. Case Study Number 4: School District D. A Complete Non-Agricultural Service Center.
 Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Minnesota State Planning Agency, St. Paul.

Pub Date Apr 76

Note—27p.; For related documents, see EA 008 691-697

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Budgets, *Case Studies, Case Studies (Education), *Declining Enrollment, Educational Facilities, Educational Finance, *Educational Planning, Educational Programs, Elementary Secondary Education, Enrollment Trends, Job Layoff, *School Districts, Teachers

Identifiers—*Minnesota, Reduction in Force

The Minnesota school district described in this case study indicated a reluctance to plan for and adjust to change brought about by declining enrollment. Instead of closing underutilized facilities, the district has bowed to strong community pressure to keep open all three elementary schools in this mining town of 6,000 people. Forced termination of teachers has occurred, although one teacher won a court case for reinstatement. The administrative staff for the district has been reduced to four—a superintendent and three principals (one principal for all three elementary schools). The capability for effective planning has diminished along with the number of administrative personnel. The educational programs have thus far remained unchanged. But the district's budget deficits for the last two years will probably make program cuts inevitable. This case study is one of five published in conjunction with a planning manual on declining enrollment for school officials and interested citizens. (DS)

ED 128 924 EA 008 697
Managing School Districts with Declining Enrollment. Case Study Number 5: School District E. A Local Village.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.

Spons Agency—Minnesota State Planning Agency, St. Paul.

Pub Date Apr 76

Note—25p.; For related documents, see EA 008 691-696

Available from—Available only as part of EA 008 691

Document Not Available from EDRS.

Descriptors—*Case Studies, Case Studies (Education), *Declining Enrollment, Educational Facilities, Educational Finance, Educational Planning, Educational Programs, Elementary Secondary Education, *Enrollment Projections, Rural School Systems, School Budget Elections, *School Districts, School Personnel, *Small Schools

Identifiers—*Minnesota, Reduction in Force

The rural school district examined in this case study is the smallest of the five covered in this series, which is published in conjunction with a planning manual on declining enrollment. The principal issue in this Minnesota district is simply survival. Its initially small enrollment has shrunk even further, and enrollment projections indicate

that it will continue to decline. Operation costs have increased, even though the community, which wants to keep its two schools, recently passed a budget levy. Reduction in force has been accomplished through attrition and transfer, and educational programs have been somewhat curtailed. The major question facing district officials is whether the school system should continue to function in order to contribute to community vitality, or whether it should reorganize with neighboring districts to maintain an adequate educational program. This case study, along with the planning manual and the other four studies of Minnesota school districts, is intended to assist school officials and interested citizens in dealing with the problems associated with enrollment decline. (Author/DS)

ED 128 925 95 EA 008 698
 Paul, Alice Meredith, Keith

Individualizing Professional Development for Educational Change Agents.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-8-522365-3959

Note—73p.; For a related document, see ED093453; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Agents, Educational Innovation, Inservice Teacher Education, *Institutes (Training Programs), *Program Descriptions, Records (Forms), *Summer Institutes

Identifiers—TEEM, Tucson Early Education Model

This booklet describes the training strategies and materials developed as part of the Tucson Early Education Model (TEEM) program for training Program Assistants to foster implementation of TEEM in local school districts. The booklet contains samples of various training materials, as well as descriptions and outlines of the Summer Training Institute for Program Assistants that was held during the summer of 1975. (JG)

ED 128 926 95 EA 008 699
A Description of Follow Through Sponsor Implementation Processes.

Nero and Associates, Inc., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—OEC-0-73-5256; SB0208(a)-73-C-107

Note—246p.; Photos may reproduce poorly

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Early Childhood Education, Educational Innovation, Elementary Education, Experimental Programs, Inservice Teacher Education, *Program Descriptions, *Program Development, *Program Evaluation, Program Planning, *Training Techniques

Identifiers—*Project Follow Through

This report describes and documents the experiences of various sponsoring organizations and school districts with Project Follow Through, a national program that promotes alternative educational programs for children in grades K-3. The report is based on field visits and interviews with individuals directly involved in the processes of program approach development and implementation. Information was collected by reviewing written material from both program sponsors and their project sites, by visiting selected sponsors and sites, and by interviewing people who had major roles in the implementation process. Chapter 1 provides an overview of Project Follow Through, and chapter 2 describes sponsor program approaches. Chapter 3 describes Follow Through training procedures and some of the major lessons learned on how to change teacher behavior. Chapter 4 discusses both formal and informal evaluation processes at all levels of Follow Through operation. Chapter 5 describes the process of building administrative support during implementation, and chapter 6 describes the process of designing program approaches and procedures for making them operational in school districts. (Author/JG)

ED 128 927 95 EA 008 700
Casebook of Selected State Facilitators.

Network of Innovative Schools, Merrimac, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Grant—OEG-0-74-8757

Note—237p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Educational Change, *Educational Innovation, Federal Programs, *Instructional Innovation, Organization, *Program Descriptions, Program Effectiveness, Program Evaluation

Identifiers—*National Diffusion Network

The U.S. Office of Education's National Diffusion Network is designed to transport and systematically promote the adoption of validated innovative programs throughout the nation. The 13 case studies in this publication are intended to provide a comprehensive overview of the state facilitator effort and accurately represent the range and diversity of the organizational and programmatic aspects of the 53 facilitator projects. Each project is structured around three components: (1) the historical origin or evolution of the project together with its organizational context, (2) the actual operational strategy employed and its rationale, and (3) a general critique of the first year's operations from the project director's perspective. The document concludes with summary observations on the case studies and a two-part appendix. The first appendix provides an encapsulated description of each facilitator project together with a list of adopting schools/districts in each region. The second appendix lists the 53 state facilitator projects (fiscal year 1976) in alphabetical order according to state. (Author/MLF)

ED 128 928 88 EA 008 701
 Lineberger, Dean And Others

ENSIM II: A Second Generation, Land Use-Based Enrollment Simulation Model. User's Manual. Research Report of Project Simu School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—S0010SW

Pub Date Aug 76

Grant—OEG-9-72-0063(290)

Note—107p.; For a related document, see ED096751; Some charts may not reproduce clearly

Available from—Office of the Superintendent of Schools, Santa Clara County, 100 Skyport Drive, San Jose, California 95110 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Computer Oriented Programs, Computer Programs, Educational Planning, Elementary Secondary Education, *Enrollment Projections, *Models, Prediction, *Program Descriptions, *Student Enrollment

Identifiers—Elementary Secondary Education Act Title III, *ENSIM II, ESEA Title III

This booklet presents the rationale and processes for ENSIM II, a computer-based long-range enrollment simulation model designed to consider variables not usually addressed in traditional projection techniques. The first ENSIM model was constructed for districts facing extensive residential growth and had as its primary focus the analysis of land-use data and the projection of new housing development. ENSIM II, which also generates residential development projections and which, like the original model, uses a basic cohort survival technique as its primary computational procedure, is appropriate for districts with either increasing or decreasing enrollments. Basic inputs into the model include historical enrollment information, census data, and land-use data. ENSIM II produces enrollment forecasts by age, race/ethnic composition, and geographical area. Separate sections of the booklet present a general description of ENSIM II, discuss data preparation procedures for the system, describe in detail specifications for input data sets, describe specifications for output data sets and a districtwide summary program, and list various subroutines and arrays and their uses. (Author/JG)

ED 128 929 80 EA 008 702
How to Conserve Energy in School Transportation Systems. Energy Conservation Materials Package 4.

Colorado State Dept. of Education, Denver.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 76

Note—19p.

Available from—Interstate Energy Conservation Leadership, Colorado Department of Education, 201 East Colfax Avenue, Denver, Colorado 80203 (\$1.00; No charge to Colorado Public Schools)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bus Transportation, Driver Education, *Energy Conservation, Equipment Maintenance, *Fuel Consumption, Policy Formation, Prediction, *Prevention, Scheduling, *School Buses, School Personnel, *Student Transportation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

Energy conservation in school transportation is a major area of concern to the educational community. School buses travel in excess of four billion miles annually consuming 900 million gallons of fuel, transporting 55 percent of the school enrollment (grades K-12). Since the fuel allocation emergency, school transportation managers have begun efforts to reduce the amount of fuel required to transport pupils to and from classroom sessions and school-related activities. The guidelines and suggestions in this pamphlet are intended to assist the school transportation administrator to achieve better fuel and cost management goals in meeting transportation demands. (Author/MLF)

ED 128 930 95 EA 008 703

Hall, Gene E. Rutherford, William L.

Concerns of Teachers About Implementing the Innovation of Team Teaching. Procedures for Adopting Educational Innovations Project.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adoption (Ideas), Changing Attitudes, *Educational Innovation, Elementary Secondary Education, Factor Analysis, Graphs, *Models, Post Secondary Education, *Teacher Attitudes

This paper describes a study that developed and tested a research measure for investigating the concerns of teachers at different stages in the adoption of educational innovations. Through a review of the literature, the staff of the Procedures for Adopting Educational Innovations project identified seven different stages of teacher concern about innovations and then developed a 35-item Stages of Concern Checklist for assessing the concerns of individual innovation users. The checklist was first verified in a reliability study involving 132 professors and classroom teachers and then administered to a stratified sample of 411 teachers involved with the adoption of team teaching. The checklist data were factor analyzed to compare teachers' primary concerns with their years of experience with team teaching. The analysis verified the utility of the stages of concern model and found that teachers' concerns progress through different stages as they gain more experience with an innovation. (JG)

ED 128 931 95 EA 008 704

Publications from Procedures for Adopting Educational Innovations/CBAM.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NIE-C-74-0087

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adoption (Ideas), *Annotated Bibliographies, Case Studies (Education), *Change Agents, Educational Innovation, Elementary Secondary Education, Models, Teacher Education

Identifiers—CBAM, *Concerns Based Adoption Model

This brief annotated bibliography introduces publications from the Procedures for Adopting Educational Innovations/Concerns-Based Adoption Model program of the Research and Development Center for Teacher Education at the University of Texas at Austin. Each entry includes a bibliographic citation, a brief abstract, and availability information on the publication. (Author)

ED 128 932 95 EA 008 705

Mullen, David J.

A Diagnostic Study of the Human Organization in Schools. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0476

Pub Date 30 Jun 76

Grant—NE-G-00-3-0197

Note—341p.; Not available in hard copy due to small print in the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Administration, Elementary Secondary Education, Individual Needs, *Leadership Styles, Management, *Measurement Techniques, *Organization, *Organizational Effectiveness, Public Schools, Questionnaires, Reliability, *School Surveys, Statistical Analysis, Statistical Data, Systems Approach, Tables (Data), Validity

Identifiers—*Diagnostic Survey for Leadership Improvement, DSLI

This study further develops the Diagnostic Survey for Leadership Improvement (DSLI) and determines its reliability and validity. Split-half estimates of the DSLI's reliability were computed. These estimates came in terms of the Pearson product-moment correlation coefficients that were then corrected by the Spearman-Brown Prophecy Formula. The reliability coefficients exceeded .96 and were significant at the .0001 level in every instance. Content validity was demonstrated in relationship to Rensis Likert's "Profile of Organizational Characteristics." Data results were subjected to a Principal Components Analysis and the obtained factor matrices were clarified through Varimax orthogonal rotation. These results demonstrated construct validity, that is, the items in the DSLI do accurately and adequately support Likert's theoretic structure. A practical utility experiment (construct validity) demonstrated that scores for targeted DSLI items change significantly (0.05 level). The DSLI has added to the available theory development and its accompanying technology. The DSLI is a reliable and valid diagnostic survey that can be used for both research and field leadership improvement purposes. Extensive appendices present the survey instrument and related data. (Author/IRT)

ED 128 933 95 EA 008 706

Temkin, Sanford Clark, Carolyn

Administering for Change Program Innovation Process Study. Work Unit 12, Milestone 2.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Dec 74

Contract—NE-C-00-3-0089

Note—207p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Administrative Personnel, *Adoption (Ideas), *Change Strategies, Decision Making, *Educational Change, *Educational Innovation, Educational Planning, Elementary Secondary Education, Models, Organizational Climate, Policy Formation, Principals, Questionnaires, *Research Utilization, School Districts, Systems Approach, Teachers

The work reported here is exploratory and investigative in nature, but it is expected to lead to a systematic research program designed to test the validity of propositions about the innovation process. Part 1 is introductory. Part 2 sets the stage for discussion of the Research for Better Schools, Inc. (RBS) field research. Part 3 enumerates the propositions explored in the RBS research and how they were derived from RBS field experience. Part 4 briefly describes the study procedures. These are elaborated more extensively in Appendix A. The findings of the research are reported in Part 5. Part 6 concludes the body of the report by considering some of the implications of the research for practitioners in school districts, institutions performing as linking change agents, and researchers and research managers. Appendixes to the report provide information of interest primarily to researchers and copies of the study instruments and supporting documentation. (Author/IRT)

ED 128 934 95 EA 008 707

Christensen, Donald J. And Others

Curriculum Leaders: Improving Their Influence.

A Report from the ASCD Working Group on

the Role, Function, and Preparation of the Curriculum Worker.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 76

Note—95p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, Washington, D.C. 20006 (Stock No. 611-76084, \$4.00, quantity discounts, orders totaling \$10.00 or less must be prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Certification, *Curriculum Development, Curriculum Planning, Curriculum Problems, Educational History, Elementary Secondary Education, Higher Education, National Surveys, Performance Based Education, Questionnaires, Role Perception, Skills, *State Standards, Supervisors, Teacher Attitudes

Initially, the committee whose members authored this monograph was commissioned to investigate the current thoughts and practices surrounding the certification of the curriculum worker. As evidenced by the papers contained here, the group's perspective broadened to include attention to the role, function, and preparation of the curriculum leader. Eugene Bartoo's paper presents a historical review and performs a conceptual housecleaning as he establishes a framework for guiding further analysis and for issuing recommendations by the working group. Allan Sturges presents and examines data about what state certification officials are thinking and are doing about curriculum leader certification. Allan Sturges and Veronica Kollar present information on competency-based preparation programs for curriculum workers. Donald J. Christensen examines the tasks, concerns, satisfactions, and career lines of the curriculum worker. A separate chapter presents the group's summaries and recommendations. The final chapter is an annotated bibliography. (Author/IRT)

ED 128 935 95 EA 008 708

Gappert, Gary

The Effects of Accountability on an Administrative System and Its Influence on Organizational Policy.

Pub Date 23 Apr 76

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Decentralization, *Educational Accountability, Educational Planning, Elementary Secondary Education, *Intermediate Administrative Units, Management Systems, Models, *Organization, *Policy Formation, *State Departments of Education, *Systems Approach

Identifiers—*New Jersey

The speaker concentrates on the effects of statewide accountability implementation on school system management and on the state's delivery of educational services. In discussing the need to link accountability systems with existing organizational systems, the speaker spends the majority of his time examining how the New Jersey efforts relate to four organizational paradigms: the formalist approach, the operating unit approach, the heuristic approach, and the ad hoc approach. (Author/IRT)

ED 128 936 95 EA 008 709

Crim, Roger D. Bownes, Malcolm

Needs Assessment for Staff Development Report.

Pub Date Oct 75

Note—57p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October, 1975); For a related document, see ED106271

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Community Attitudes, Educational Objectives, *Needs Assessment, *Questionnaires, *Staff Improvement, Statistical Analysis, *Student Opinion, Students, *Teacher Attitudes, Teachers

To provide an adequate base of knowledge to use in developing a state-mandated master plan for New Hampshire Supervisory Union No. 30, subjective and objective data were obtained from the citizens, teachers, and students of the union. The following opinion surveys and needs assessments were conducted: community, teacher, and

student opinion survey; teacher needs assessment; and student needs assessment. The opinionnaire was used to find out if the surveyed groups felt the Union's schools were successful in teaching 12 educational goals and if teaching toward the goals was a responsibility of the local public schools, the home, or both. The teacher needs assessment was used to determine the priorities of teachers' professional needs in respect to 18 innovations, techniques, and needs. Only objective test or diagnostic data were used in the student needs survey that covered academic and physical and mental health areas. The instruments and results are presented in appendices. (Author/IRT)

ED 128 937 88 EA 008 710
Project Study (Curriculum for Improving Student Study Skills). Project Termination Report. Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Nov 75
Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Academic Achievement, Cognitive Processes, Curriculum Development, Elementary Education, Federal Aid, Grade 6, *Independent Study, Inservice Teacher Education, Instructional Aids, *Learning Modules, *Program Evaluation, Questionnaires, *Reading Skills, Social Studies, Student Opinion, *Study Skills, Tables (Data), Test Results

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio (Cleveland)

The program evaluated was developed to assist teachers in providing students with opportunities to become successful users of content materials through the installation and reinforcement of independent study skills. Lessons using high interest items in social studies content with emphasis on improving cognitive processes were designed for sequential teaching of the independent study skills. The packet of 28 lessons in five units was field tested in the 12 sixth-grade classes of the teacher participants in the program. The project is described in detail, goals are listed, and methods of evaluation and project outcomes are summarized. Tables and graphs illustrate pretest and posttest scores. (Author/MLF)

ED 128 938 EA 008 711
Ludwig, Merlin A.
Futurism in American Education.
Pub Date Jul 76
Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Administrative Personnel, Educational Accountability, Educational Environment, Educational Planning, *Futures (of Society), Political Influences, *Prediction, Principles, Relevance (Education), School District Autonomy, *Social Change, *Student Needs, Superintendent Role

Schools are experiencing pressure to integrate into school programs the educational concepts that society demands. Other factors affecting educational administration are (1) conflicts over control of schools, (2) lack of confidence in decision-makers, (3) reduction of the separation between policy-making and day-to-day administration through school board involvement in administering schools, and (4) citizen apathy. In the future, education will be characterized by sensible and humane accountability systems that keep the dignity of students in the forefront. Citizens will decide to become involved in those things that affect their lives. The roles of superintendents and principals will be filled by those able to thrive under rather substantial pressures in a management setting. Teachers will update their skills in human relations, pupil control, and teaching methodologies. Finally, the trend for education to move away from school buildings will intensify. (MLF)

ED 128 939 EA 008 712
Publications on Optional Public Schools. Brief Reviews of New Books Plus Our Biennial Bibliography on Options in Public Education. No. 17.
Indiana Univ., Bloomington. School of Education.; International Consortium for Options in Public Education, Bloomington, Ind.
Pub Date 76
Note—9p.

Journal Cit—Changing Schools: An Occasional Newsletter on Alternative Public Schools; v5 n1 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Alternative Schools, *Bibliographies, *Educational Alternatives, Educational Change, Educational Improvement, *Literature Reviews, Open Education

Entries in the bibliography are categorized as books; journals; or articles, chapters, and monographs. A research report and three books are also reviewed. (MLF)

ED 128 940 EA 008 713
Carlton, Patrick W., Ed. And Others
Ground Rules, Contract Language, Grievances and Impasse Resolution. Proceedings of the Collective Negotiations Clinic.

Virginia Polytechnic Inst. and State Univ., Reston.
Pub Date 76

Note—50p.; Clinic held at the annual meeting of the American Association of School Administrators (Atlantic City, New Jersey, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Arbitration, *Collective Bargaining, *Collective Negotiation, Communication Problems, Conflict Resolution, Contracts, Employer Employee Relationship, *Grievance Procedures, Language Handicaps, Legal Problems, *Negotiation Impasses, *Public Education, School Law, Teacher Administrator Relationship, Teacher Militancy, Teacher Strikes, Unions

Identifiers—American Association of School Administrators

Four essays present tactics and strategies for administrators involved in collective negotiation. Myron Lieberman, in "Ground Rules, Scope and Proposed Preparation in Collective Negotiations," points out the danger to administrators of saying too much at the bargaining table. R. Warren Eisenhower, in "Grievance Procedures," identifies useful and effective approaches to the construction and implementation of grievance clauses, and describes in detail the results of misinterpretation and misapplication of the grievance procedure. Harry A. Becker, in "Mechanisms for Settling Collective Bargaining Disputes in Public Education," describes the current status of strikes in the public sector, giving advice on strike avoidance and on strike abatement procedures to be utilized in the event a strike occurs. Fred Lifton, in "Contract Language in Collective Negotiations," identifies numerous pitfalls and difficulties arising from loosely constructed contract clauses and suggests ways of avoiding the inevitable embarrassment connected with such tactical and intellectual lapses. (Author/MLF)

ED 128 941 EA 008 714
Alexander, Leigh Simmons, John
The Determinants of School Achievement in Developing Countries: The Educational Production Function. International Bank for Reconstruction and Development Staff Working Paper No. 201.

World Bank, Washington, D. C.

Pub Date Mar 75

Note—72p.; For a related document, see ED106173

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Development, Comparative Analysis, Comparative Education, *Developing Nations, *Educational Policy, Educational Quality, Educational Research, Elementary Secondary Education, Family Influence, Measurement Techniques, Policy Formation, *Predictor Variables, Research Criteria, Research Methodology, *Research Reviews (Publications), Resource Allocations, Social Indicators

Identifiers—Educational Production Function, EPF

A number of studies are reviewed in an attempt to identify those schooling inputs that affect schooling outcomes, specifically cognitive achievement of students, in developing countries. Part 1 of the paper outlines the nature of the major tool of analysis, the educational production function (EPF), and the problems associated with its use as a policy tool. Part 2 examines how it can be used despite these problems and summarizes the findings of many studies on the U.S. educational system as a basis for comparison of findings from studies of poor countries. Part 3 critically examines nine studies completed for

developing countries, and the conclusion synthesizes their findings. Two other studies using different statistical techniques are examined in the appendix. Inputs identified in all studies as having a positive impact on performance are employing highly motivated teachers, providing a minimum number of textbooks and access to general reading materials to all students, and promoting the use of homework as a teaching method. (Author/MLF)

ED 128 942 EA 008 715
Building Quality Evaluation Procedurals Manual. South Carolina Commission on Higher Education, Columbia.

Pub Date Sep 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Building Improvement, Building Materials, Building Obsolescence, *Buildings, Evaluation Criteria, *Evaluation Methods, *Facility Guidelines, Facility Inventory, *Facility Requirements, Post Secondary Education

Beginning in Fall, 1974, the Federal Higher Education Information Survey (HEGIS) Inventory of College and University Physical Facilities, submitted by each postsecondary educational institution, included a requirement to report on the condition of the facilities. This requirement emphasized the importance of developing guidelines for institutions in determining the need for renovation and modernization. This manual sets forth a method for systematically inspecting building components and for assigning points to them based on comparison with components in a new or satisfactorily remodeled facility. The total point value of all components can be translated into a HEGIS facility condition category. The aggregated results for all facilities at an institution will meet the requirements of the HEGIS Report while the individual building evaluations will provide a basis for determining priorities for renovation among buildings. (Author)

ED 128 943 EA 008 716
Milstein, Mike M.
Impact and Response. Federal Aid and State Education Agencies. Policy Analysis and Education Series.

Pub Date Oct 76

Note—170p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (\$12.95 cloth, \$6.95 paper)

Document Not Available from EDRS.

Descriptors—*Educational Finance, Educational Legislation, Educational Policy, *Federal Aid, Federal Programs, *Federal State Relationship, Organizational Change, Organizational Effectiveness, Policy Formation, Program Administration, Program Effectiveness, Resource Allocations, *State Departments of Education, *State Federal Aid

Drawing on studies of state education agencies (SEA) that have been carried out both by the author and by other students of this phenomenon, the contents of this book focus on the SEAs' responsiveness to recent federal aid programs, especially the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965. Chapter 1 sets the scene by establishing an historical view of educational governance in the U.S. Chapter 2 presents a conceptualization of the dynamics of federal-state relations and describes the data bases for the discussion that follows. Chapters 3 and 4 explore the tasks pursued by SEAs, particularly as they have been modified to meet the challenges of federal program administration. Chapter 5 looks closely into the ways that SEAs have dealt with their evermore complex environments while attempting to maintain control over their own activities. Finally, chapter 6, employing the conceptual framework introduced in chapter 2, provides a summation and explores probable futures as federal inputs continue to alter the face of educational governance. (Author/MLF)

ED 128 944 EA 008 717
Risinger, C. Frederick Lazarus, Stuart
A New Life for . . . Family and Community Studies. Curriculum Report, Vol. 6, No. 1. National Association of Secondary School Principals, Reston, Va.
Pub Date Oct 76
Note—9p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, quantity discounts, payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Community Study, *Family Life Education, Parenthood Education, *Program Descriptions, Secondary Education

An emerging secondary school curriculum focus is on the study of the people and places closest to students themselves—their own families and the communities in which they live. These studies are popular because they start with the lives of students; help define students' self-concepts; focus student attention on areas for effective social action; promote the skills basic to becoming an effective family member, parent, and community member; and provide students with the least expensive and most extensive "media kit" available to them for an educational purpose. One approach to family education is to integrate elements into existing courses, the other is to probe more deeply than is possible in an integrated context into the skills, processes, and attitudinal requirements for a satisfying family life. Two features of community study merit notice: a close, naming-names-type of analysis of the community that leads to student-generated proposals for community betterment and the use of the community as a teaching/learning resource through carefully structured student internships and other community service opportunities. Examples of active programs are given and a brief annotated bibliography is included. (Author/IRT)

ED 128 945 EA 008 721

Dobb, Heather Sidor
Multicultural/Multiethnic Studies Programs. ERS Information Aid.

Educational Research Service, Arlington, Va.

Pub Date 76

Note—54p.

Available from—Educational Research Service, 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, \$3.00 for ERS subscribers, payment must accompany orders of \$10.00 or less)

Document Not Available from EDRS.

Descriptors—Bibliographies, Cross Cultural Studies, *Cultural Awareness, Cultural Differences, *Cultural Education, Elementary Secondary Education, *Ethnic Studies, *Program Descriptions

After a brief discussion of what multicultural/multiethnic studies are, why programs in these areas should be established, and how such programs are organized, descriptions of programs established by local school districts, guidelines for the selection of materials and the evaluation of programs, and sample lesson plans are presented. Selection of 14 programs described here was made from documents supplied by school districts and state departments of education. An extensive selected bibliography is included. (Author/IRT)

ED 128 946 EA 008 722

Blanchard, Paul D.

The Impact of Sex Discrimination in the Recruitment of Educational Policy-Makers.

Pub Date Oct 76

Note—13p.; Paper presented at the Southeastern Conference of the American Society for Public Administration (Miami Beach, Florida, October 19-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Boards of Education, Decision Making, Elementary Secondary Education, Employment Opportunities, *Employment Practices, Females, *Promotion (Occupational), Research Reviews (Publications), *Sex Discrimination, Sex Role, Sex Stereotypes

A review of some empirical and statistical evidence documents underrepresentation of women as school administrators and as members of local boards of education. Studies are cited that demonstrate that it is an attitude of prejudice that is the most significant obstacle to women seeking administrative positions. The author's research on attitudes of members of local school boards toward representation and decision-making revealed that women were more responsive to community needs and communicated with important constituencies outside the educational world

more than their male counterparts did. Boards with at least two women members were less likely to conceal the decision-making process from the public, and these boards were more likely to have more internal conflict, believed by many observers to be inevitable if boards are doing a conscientious job of responding to the diverse opinions of the people they represent. (MLF)

ED 128 947 EA 008 723

Berrie, Phillip J.

Needs Assessment.

Area 11 Education Agency, Ankeny, Iowa.

Pub Date Jul 76

Note—14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Assessment, Educational Needs, Educational Objectives, Elementary Secondary Education, *Models, *Needs Assessment, *School Districts, Student Characteristics

The only essential criterion for a needs assessment at the school district level is that it be focused on the students. This criterion is integrated into the seven factors that compose a successful needs assessment: (1) prediction of skills needed in the future (what the schools should provide students five or ten years from the present); (2) identification of student characteristics; (3) documentation of activities and success of the current local educational process; (4) deciding how to optimize the operations of the school district, based on the first three factors; (5) implementation; (6) evaluation; and (7) recycling (reassessment of needs, continued modification of programs, and further evaluation). (Author)

ED 128 948 EA 008 724

King, Richard Auld

Determinants and Consequences of Variation in Teachers' Salaries Among School Districts in New York State.

Pub Date Sep 76

Note—184p.; Ph.D. Dissertation, University of New York at Buffalo; For a related document, see ED051558

Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-3553, Academic Price \$15.00 xerography, \$7.50 microfilm; Other, \$20.00 xerography, \$10.00 microfilm)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Community Characteristics, Elementary Secondary Education, Salary Differentials, School Districts, Socioeconomic Status, *Statistical Analysis, Statistical Data, Students, *Teacher Characteristics, Teacher Education, Teacher Qualifications, *Teacher Salaries, Teaching Experience

Identifiers—*New York

Relationships between salary levels and community and teacher characteristics were analyzed for public school districts in New York State in order to determine the causes of variation in salary levels paid and to examine the consequences of those variations. A strong relationship was found between socioeconomic status and salaries paid, especially in metropolitan areas. Teacher experience was weakly related to salary levels; teacher training was found to be directly related to salaries, particularly in metropolitan areas. The quality of school districts' teaching staffs was found to be independent of salaries. Weak relationships were found between either teacher experience or training and student achievement; thus, it does not appear that those characteristics rewarded in salary schedules are the same ones that affect student learning. Conclusions and recommendations are made for improving the social equity and efficiency of the public education system. (Author)

ED 128 949 EA 008 725

Wynn, Richard

Performance Based Compensation Structure for School Administrators. SIRS Bulletin No. 2.

School Information and Research Service, Seattle, Wash.; Tri-State Area School Study Council, Pittsburgh, Pa.

Pub Date Nov 76

Note—25p.; Reprint from the Tri-State Area School Study Council Bulletin, Dec. 3, 1975; Exhibits D and I may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Elementary Secondary Education, *Management by Objectives, *Performance, Salaries, *Salary Differentials

The management by objectives (MBO) approach to compensation structures for administrators is presented here. The reasons for the press for differentiation of school administrators' salaries on the basis of their performance are outlined. The steps in the planning, development, and administration of an MBO compensation structure are listed and briefly discussed. Exhibits include the criteria for differentiation of base salary, increments, and performance; a worksheet on the differentiation of base salary by position; categories and characteristics of objectives; some notes on management by objectives; a guide to writing good objectives; the most common errors in setting objectives; and the critical steps in implementation of an MBO system. (Author/IRT)

ED 128 950 EA 008 726

School Employees Retirement, Suggested Personnel Policy Guidelines for School Districts.

Oregon State Dept. of Education, Salem, Div. of Administrative Support.

Pub Date Aug 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Employees, *Retirement, School Systems, Teacher Retirement

This document was developed to help school administrators plan procedures to assist district staff prepare for retirement. A district is not required to offer the services suggested in these pages. Furthermore, this document is not intended for and should not be used as a handbook or guide to be given to district employees. However, a district may find that the services outlined here may be a significant contribution to teacher welfare. The major services outlined are an introduction to retirement planning, early preparation for retirement, and preretirement counseling. (Author/IRT)

ED 128 951 95 EA 008 727

Barr, Richard H.

Bond Sales for Public School Purposes 1974-75.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-148

Pub Date 76

Note—35p.; For a related document, see ED109735

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bond Issues, *Educational Finance, Elections, Elementary Secondary Education, Interest, Multiple Regression Analysis, Statistical Data, Tables (Data)

This annual report presents data on bond elections and bond sales for financing the construction of public elementary and secondary school facilities. Data, summarized by state, are presented in tables and charts containing information on the number and dollar value of bond issues voted on and passed, and the number, dollar value, and net interest cost of bonds sold. In 1975 approval of public school bond issues averaged 46.0 percent of the dollar value and 46.3 percent of the number of issues proposed. Although these rates were down from 1974, the \$3.6 billion in reported bond sales represented an increase over fiscal year 1974. The 1975 average net interest cost for all bonds was 6.27 percent. A regression analysis showed that the factors significantly affecting net interest cost were the length of term, timing, bond rating, and type of issuer. (Author/IRT)

ED 128 952 EA 008 728

Lopez, Lois V., Comp.

Education Directory. Education Associations 1976.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-01040

Pub Date 76

Note—114p.; For a related document, see ED094464

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01538-2, \$1.85)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

58 Document Resumes

Descriptors—Colleges, *Directories, *Education, *Honor Societies, International Organizations, National Organizations, *Organizations (Groups), *Professional Associations, Religious Education, Teacher Associations

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) state education associations; (4) foundations; (5) religious education associations; and (6) international education associations. Indexes are provided by name of association and by subject. (Author/MLF)

ED 128 953 88 EA 008 729

Feiock, Vernon L.

Improving the Educational (Facility) Planning Process/Simu-School. Evaluation Report.

Feiock Associates, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No.—71-7619

Pub Date 29 Mar 74

Grant—OEG-5-71-0078(290)

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Planning, *Facility Planning, Federal Programs, Performance Criteria, Program Descriptions, *Program Evaluation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (Chicago), *Project SIMU School

This report presents an evaluation of progress made by the Chicago component of Project Simu-School in moving toward the attainment of its stated objectives. It is divided into five main sections: (1) evaluator's activities; (2) detailed product, process, and management evaluation; (3) description of evaluator's onsite findings; (4) recommendations and rationales; (5) confirmation or questioning of need for program modifications. The evaluator concludes that there has been efficient management and budget control. (Author/MLF)

ED 128 954 EA 008 731

Lawson, Douglas

Fund Raising by Parent/Citizen Groups.

National Committee for Citizens in Education, Columbia, Md.

Pub Date [76]

Note—55p.; A Parents' Network Publication

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Citizen Participation, Elementary Secondary Education, *Financial Support, *Grants, *Parent Participation, *Program Proposals

The purpose of this action brochure is to help parent/citizen groups raise money. Its focus is on the techniques necessary to raise significant sums from the three main parts of the private sector in the United States—individuals, foundations, and corporations. In 1975, these three groups gave over 26 billion dollars to nonprofit organizations. Chapters deal with why people give money, the techniques for successful fund raising, the basic steps in successful fund raising, proposal writing, the cultivating of donors, the things that can cause trouble in fund raising, sample proposals, the forming of tax-exempt organizations, the reporting on grants, fund raising for small amounts of money, and where to get help. (Author/IRT)

ED 128 955 EA 008 732

Sussman, Susan

A Critical Examination of Disciplinary Theories and Practice.

York Borough Board of Education, Toronto (Ontario).

Pub Date Jun 76

Note—120p.; Not available in hard copy due to marginal legibility of original document

Available from—The Board of Education for the Borough of York, 2 Trettheway Drive, Toronto, Ontario M6M 4A8

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, Contingency Management, Decision Making, *Discipline, Elementary Secondary Education, Group Dynamics, Individual Needs, *Learning Theories, *Literature Reviews, Models, Moral Development, *Punishment, Self Control, *Stu-

dent Behavior, Student Participation, Surveys, Teacher Characteristics

Identifiers—Dreikurs (Rudolf), Glasser (William), Logical Consequences

This report focuses on what is known about the development and control of human behavior that is relevant to school teachers. It examines and summarizes several approaches to behavior management—behavior modification, group dynamics, Glasser's reality therapy approach, the Adlerian approach espoused by Dreikurs, Kohlberg's theory of moral development, and learning theory. The actual and ideal involvement of students and teachers in decision-making is explored and the relationship between teachers' attributes and classroom management is discussed. The report is based on published materials and is relevant at the elementary and secondary levels. It is supplemented by a report on a survey of local elementary school teachers' opinions of and attitudes toward classroom management and related issues. (Author/IRT)

ED 128 956 EA 008 733

Goals Collection Project. Goal Setting Process Evaluation Report. Data Collected Fall 1974.

Systems Planning Corp., Sacramento, Calif.

Spons Agency—California State Dept. of Education, Sacramento; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date Jan 75

Note—52p.; For related documents, see EA008734-736; Pages 3-4 and appendix may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Objectives, *Educational Planning, Elementary Secondary Education, Evaluation Methods, Formative Evaluation, *Models, Questionnaires, *School Community Relationship, School Districts, Tables (Data)

Identifiers—*California

This report presents an analysis and evaluation of some aspects of the goal-setting processes that were followed by California school districts in developing community-based goals, subgoals, and priorities. Data for the evaluation project were obtained from questionnaires distributed to school districts throughout the state. These questionnaires were then completed and/or verified by a five-member district reporting committee consisting of a community representative, a board member, an administrator, a teacher, and a student. Members of the committee generally included persons who had been involved in the original goal-setting process and who, therefore, had direct knowledge of that process. A total of 813 out of the 831 districts (98 percent) that participated in the goals collection project returned completed questionnaires. (Author/MLF)

ED 128 957 EA 008 734

Compilation of Fall 1974 Goals, Subgoals and Priorities Meeting Goals Collection Criteria.

Systems Planning Corp., Sacramento, Calif.

Spons Agency—California State Dept. of Education, Sacramento; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date Jan 75

Note—87p.; For related documents, see EA008733-736; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Citizenship, Democracy, *Educational Objectives, *Elementary Secondary Education, Family Life, Formative Evaluation, Questionnaires, *Rating Scales, School Community Relationship, School Districts, Social Relations, Tables (Data)

Identifiers—*California

California school districts reported their goals, subgoals, and priorities by matching statements to those in a catalog of 279 possible educational goals developed by a state legislature subcommittee. This report compiles data collected from 217 school districts that met certain goals collection criteria. Data from the remaining 614 participating school districts that did not meet the goals collection criteria are presented in a companion report. Tables include tabulations of goals, subgoals, and priorities data for elementary, secondary, and unified school districts, and for urban, suburban, and rural school communities. Summa-

ry tables present the most frequently mentioned goals, subgoals, and priorities including the ten statements ranked by the highest priority group. (Author/MLF)

ED 128 958 EA 008 735

Compilation of Fall 1974 Goals, Subgoals and Priorities Not Meeting Goals Collection Criteria.

Systems Planning Corp., Sacramento, Calif.

Spons Agency—California State Dept. of Education, Sacramento; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date Jan 75

Note—89p.; For related documents, see EA008733-736; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Citizenship, Democracy, *Educational Objectives, *Elementary Secondary Education, Family Life, Formative Evaluation, Questionnaires, *Rating Scales, School Community Relationship, School Districts, Social Relations, Tables (Data)

Identifiers—*California

California school districts reported their goals, subgoals, and priorities by matching statements to those in a catalog of 279 possible educational goals developed by a state legislature subcommittee. This report compiles data collected from 614 school districts that did not meet certain goals collection criteria. Data from the remaining 217 participating school districts that did meet the goals collection criteria are presented in a companion report. Tables include tabulations of goals, subgoals, and priorities data for elementary, secondary, and unified school districts, and for urban, suburban, and rural school communities. Summary tables present the most frequently mentioned goals, subgoals, and priorities including the ten statements ranked by the highest priority group. (Author/MLF)

ED 128 959 EA 008 736

Bringing Education to the People. Final Report.

California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Spons Agency—California State Board of Education, Sacramento.

Pub Date Jul 75

Note—34p.; For related documents, see EA008733-735

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, Citizen Participation, Educational Assessment, Educational Improvement, *Educational Objectives, *Elementary Secondary Education, *Evaluation Methods, School Community Relationship, *State School District Relationship

Identifiers—*California

The Joint Committee on Educational Goals and Evaluation was created in 1970. In 1974 the committee was authorized to continue its study for three purposes: (1) to identify the goals and priorities of public elementary and secondary education as developed by local educational agencies; (2) to assist local educational agencies by recommending procedures for citizen participation in goal-setting and evaluation; and (3) to recommend to the legislature the purposes of state assessment of educational progress and plans for realizing those purposes. This final report, in summary form, presents the history of the committee; its findings, conclusions, and recommendations; issues for further study; and a minority statement signed by 5 of the 12 committee members. (Author/MLF)

ED 128 960 EA 008 737

A Report on Absentee and Withdrawal Rates of District 4-J, 1970-1975.

Eugene School District 4J, Ore. Div. of Research, Development, and Evaluation.

Pub Date 1 Jul 75

Note—17p.; Not available in hard copy due to small type size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attendance Patterns, *Attendance Records, Elementary Secondary Education, Statistical Data, *Tables (Data), *Withdrawal

Identifiers—Eugene Oregon School District 4J
This report contains statistical data on absentee and withdrawal rates for the Eugene (Oregon) School District 4J. Included are data showing at-

tendance patterns, as well as descriptions of coding practices for all elementary, junior high, and senior high schools in the district. The data, displayed in numerical tables, show that absentee and withdrawal rates fluctuate from year to year and quarter to quarter, with few district-wide trends emerging. The recording of attendance is not uniform for all district schools, and some of the procedures used lead to systematic underestimations of both absentee and withdrawal rates. (Author/DS)

ED 128 961 EA 008 738

Hesse, Rose
Neighborhood Activities by School Attendance Zones.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date 10 Dec 75

Note—57p.; Appendix A may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Advisory Committees, *Community Schools, *Community Service Programs, Neighborhood School Policy, *Program Descriptions, School Community Programs, *Tables (Data)

Identifiers—*Oregon (Eugene)

This report summarizes information on community service activities in each of Eugene, Oregon's neighborhoods (as defined by school attendance zones) that currently supports a community school program or has experienced interest in starting a community school program. A variety of descriptive information is presented for each community school program, including a brief program description, the population served by the program, the program's funding source, and the organization with administrative responsibility for the program. Similar information is also presented for other community service groups serving each neighborhood, such as neighborhood associations and school advisory councils, and for each neighborhood's community development fund plans. Also included are group objectives for each neighborhood's community school, neighborhood association, and school advisory council, as well as a brief description of the school facility and selected demographic information on the neighborhood. (Author/JG)

ED 128 962 EA 008 739

An Analysis of the Small Schools Task Force. Final Report.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date Mar 76

Note—28p.; For a related document, see ED 117 804; Appendix 1 may not reproduce clearly due to marginal legibility of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Finance, Elementary Education, *Enrollment Trends, Population Trends, School Size, *Small Schools, *Space Utilization

This document is the reply of the Eugene school district's research, development, and evaluation division to portions of a citizen task force report on small schools in the district. The analysis takes issue with certain findings concerning population and enrollment trends, economics, program capacity, staffing, and the criteria for the evaluation of low enrollment schools. Appendices contain explanatory material. (IRT)

ED 128 963 EA 008 740

A Review of District 4J Computer Services.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date Nov 75

Note—32p.; Pages 27 and 29-31 removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Computer Oriented Programs, Data Processing, Elementary Secondary Education, Information Needs, *Management Information Systems, Program Costs, *Program Descriptions, Program Evaluation, *State Programs, *State School District Relationship

Identifiers—Eugene Oregon School District 4J, *Oregon Total Information System, OTIS

This report examines the data processing services provided to Eugene (Oregon) School District 4J by the Oregon Total Information System (OTIS) and provides recommendations to the district administration to aid policy-making and planning in the area of computer services. The

report focuses primarily on the use of the computer for management purposes; the need for instructional computer services is not considered. Information for the report was gathered partly in interviews with 37 principals and 13 other district personnel, as well as with 30 nondistrict personnel in the field of computer services. Visits were also made to the research departments of five large school districts throughout the West. Separate sections of the report discuss OTIS-district relations, the district's need for computer services, costs of computer services from OTIS, and issues to consider in establishing a data processing policy for the district. The appendix contains a letter drafted by the director of OTIS in response to the district's report. (Author/JG)

ED 128 964 EA 008 741

A Report on Parent Opinion Surveys.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date Dec 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Guidelines, Parent Attitudes, *Questionnaires, *Research Methodology, *School Surveys, Tables (Data)

Identifiers—Eugene Oregon School District 4J

This study discusses 21 parent opinion surveys that were conducted by schools in Eugene (Oregon) School District 4J from 1972 to 1975. The information gathered and the types of questions asked on past questionnaires were examined by the district's Department of Research, Development, and Evaluation in an attempt to determine how to best conduct such surveys in the future. Table 1 lists the schools that sent out parent opinion questionnaires, the date each questionnaire was distributed, the response rate, and the number of questions asked. Table 2 lists the percentages of positive, negative, and no opinion responses by subject area for 11 of the 21 schools that conducted surveys. Some brief guidelines intended to aid schools in conducting accurate and useful surveys are also included. (Author/JG)

ED 128 965 EA 008 742

Hesse, Rose

An Evaluation of the Community School Program Using Goal Attainment Scaling.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date 11 Jun 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Schools, Evaluation Criteria, *Evaluation Methods, Objectives, *Program Evaluation, *School Community Programs

Identifiers—Eugene Oregon School District 4J, *Goal Attainment Scaling

This report describes a trial of an evaluation plan for community school programs that was based on the Goal Attainment Scaling system developed by Kiresuk and Sherman. The author briefly discusses the goal attainment scaling process and then examines the advantages and disadvantages of that approach for evaluating community school programs. The results obtained by using the system to evaluate six community school programs in Eugene (Oregon) School District 4J are presented. Based on these results, the author then offers her conclusions and recommendations regarding the use of the goal attainment scaling approach for evaluating community school programs. (JG)

ED 128 966 EA 008 743

Schmuck, Patricia A.

The Spirit of Title IX: Men's Work and Women's Work in Oregon Public Schools. OSSC Bulletin Vol. 20, No. 2.

Oregon School Study Council, Eugene.

Pub Date Oct 76

Note—30p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, quantity discounts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Personnel, Comparative Analysis, *Educational Administration, *Employment Practices, Equal Opportunities (Jobs), Leadership Styles, Marital Status, Occupational Surveys, Organizational Effective-

ness, *Promotion (Occupational), Research Reviews (Publications), Role Conflict, *Sex Discrimination, Sex Role, Sex Stereotypes, Working Women

Identifiers—Oregon

While there is near parity in Oregon between the numbers of men and women in education, within the profession men and women are segregated by sex. It is clear that sex, more than age, experience, background, or competence, is the major determinant for the occupational role an individual will hold within the profession. The purposes of this paper are (1) to explain the concept of sex role stereotyping and how it guides the behavior of men and women, (2) to illustrate how one's sex has directly affected men's and women's career paths in the field, (3) to explain how sex segregation is perpetuated, and (4) to describe the possible consequences of sex inequity in school management for the functioning of schools. (Author/MLF)

ED 128 967 EA 008 744

Barber, Larry Kurtz, Jeff

Writing Behavioral Objectives.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date Aug 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, *Administrative Personnel, *Behavioral Objectives, Elementary Secondary Education, Employer Employee Relationship, Evaluation Methods, Glossaries, Management by Objectives, Problem Solving, *Writing

Identifiers—*Eugene Oregon School District 4J

Behavioral objectives are components of problem-solving and evaluation systems, and of decision-making strategies. Sound objectives meet the criteria of being formulated by those expected to achieve them, are explicit and forward-looking, are consistent with other goals within the organization, are set within the context of a particular organization, and carry built-in evaluations. In order for any objective to be considered as measurable it must have the minimum components of actor, performance, time, condition, and criteria, clearly defined. (Author/MLF)

ED 128 968 EA 008 745

Alternative Schools.

Eugene School District 4J, Oreg. Office of Special Projects.
Pub Date Aug 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, *Board of Education Policy, Educational Alternatives, *Educational Programs, Elementary Secondary Education, *Program Descriptions

Identifiers—Eugene Oregon School District 4J

This booklet contains descriptions of seven elementary and four secondary alternative school programs in the Eugene, Oregon, School District 4J. All these programs conform to school district policy, which dictates that alternative school programs must cost no more to operate than regular district schools. Each alternative school proposal was developed by staff, students, and parents, and it was reviewed and approved by the board of education prior to implementation. The board's basic policy is that different children learn in different ways, and that the district should, as far as possible, provide a wide variety of educational options for all students. (Author/DS)

ED 128 969 EA 008 747

Existing School Facilities, Capacities, and Current Utilization.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date Sep 75

Note—371p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Architectural Research, Facility Inventory, *Facility Utilization Research, Interior Space, Measurement, *School Buildings, School Size, *Space Classification, *Space Utilization, Student Enrollment, Tables (Data)

Identifiers—*Eugene Oregon School District 4J

This report is intended to supply an objective data base that states the amount of existing space and its utilization in the school district in order to enable decision-makers to impartially allocate building space. All the school buildings were visited by teams that measured the dimensions of

every room and noted its usage. Each building is classified by (1) existing building space and usage, (2) capacity for a variety of functions, and (3) current enrollment. A summary section ties together the first three parts and presents the comparisons between schools. (Author/MLF)

ED 128 970 EA 008 748

Bailey, John E., III

Educational Change: A Perceptual Approach.

Pub Date Jan 76

Note—31p.; Not available in hard copy due to

marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Adoption (Ideas), *Educational Change, Educational Research, Elementary Secondary Education, Models, Organization, Organizations (Groups), *Perception, Teachers Transaccional perception theory suggests understandings that can affect the adoption of educational change. The pace of educational change should maintain a gap between a person's external conditions and the person's assumptions about himself and the world (constancies) that is great enough to be stimulating but not so great as to render actions ineffective and frustrating. Measurement of this gap should be in terms of actions required in the new situations. Maintenance of sustained, gradual change is likely to produce a set of constancies supporting change. To the extent that these constancies are developed, the pace of change can be speeded up. Verbal training is likely to be ineffective; training geared to the actual actions required is the most effective. To the extent that individuals are involved in the planning of change, the gap between their perceptual constancies and their new conditions will be reduced, thus lowering their resistance to change and increasing their effectiveness in the new situation. (Author/IRT)

ED 128 971 88 EA 008 749

Brooks, Kenneth W.

A Guide for Comprehensive Educational Planning—A Topical Outline.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 74

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Guides, *Educational Planning, Elementary Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School This topical outline was developed by the directors of the various Simu-School projects. It contains the following main headings: An Introduction to Comprehensive Educational Planning, Preparation for Planning, The Planning Process, Implementation, Activities Related to the Planning Process, Functions and Needs That Permeate the Planning Process, Components of the Comprehensive Educational Plan, Planning Techniques, and Annotated Bibliography. (Author/IRT)

ED 128 972 88 EA 008 750

Hunt, L. W.

Functions, Roles, and Relationships of Components of Project Simu School. A Position Paper.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—728111

Pub Date Sep 72

Grant—OEG-9-72-0063(290)

Note—24p.; For related documents, see ED 079 858-859, ED 089 465, ED 093 037, and ED 096 750

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, *Program Descriptions, Program Development, Simulation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School This document defines Project Simu-School and gives its history; presents the goals, objectives, and tasks of the Chicago and Santa Clara components and of the Council of Educational Facility Planners; presents the goals, objectives, tasks, and membership of the advisory-planning

board; and discusses the proposed future plan. Discussion of the future plan includes consideration of the need for research-development-dissemination of information on educational planning and of the goals, objectives, structure, and tasks of the Voluntary International Planning System. An appendix contains the directory of Project Simu-School. (IRT)

ED 128 973

EA 008 752

Paulston, Roland G.

Social and Educational Change: Conceptual

Frameworks.

Pittsburgh Univ., Pa. International and Develop-

ment Education Program.

Pub Date Oct 76

Note—41p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Bibliographies, Conflict, *Educational Change, Elementary Secondary Education, *Literature Reviews, Models, *Social Change, Systems Approach, Theories

This review seeks to delineate the total range of theoretical perspectives that have been used to support educational reform strategies and to suggest how individual choice behavior follows from basic philosophical, ideological, and experimental orientations to perceived social reality. Part 1 is an introduction. Part 2 typologizes and synthesizes existing conceptual work on social and educational change to produce insights useful in the immediate task of delineating assumptions underlying reform proposals in any given system. Eight conceptual frameworks are examined—evolutionary, neo-evolutionary, structural-functionist, systems, Marxian, neo-Marxian, cultural revitalization, and anarchistic-utopian. Part 3 concludes the review with an assessment of existing theoretical windows on reality and their power to explain and predict educational change phenomena. The materials chosen for review are of two general types. They include works on social change that also address implications for educational change and studies of educational change that are framed in various social change perspectives. (Author/IRT)

ED 128 974

EA 008 753

Insuring Equity In Property Tax Assessment. PAR

Analysis Number 215.

Public Affairs Research Council of Louisiana, Inc., Baton Rouge.

Pub Date Sep 76

Note—14p.

Available from—Public Affairs Research Council of Louisiana, Inc., 300 Louisiana Avenue (Box 3118), Baton Rouge, Louisiana 70821 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Assessed Valuation, Elementary Secondary Education, *Property Appraisal, *Property Taxes, *State Legislation, *State Supervisors

Identifiers—*Louisiana

Past studies have shown Louisiana taxpayers to be victims of gross inequities in the assessment of property with little or no effort being made at the state or local level to implement fair and equitable assessment practices. The 1974 constitution and subsequent statutory law provide an opportunity to correct many of the inequities now existing in property assessment. However, it is unlikely that there will be any semblance of equity unless (1) there is strong and effective supervision exercised by the state tax commission and (2) taxpayers have available a clearly defined and expeditious procedure for appealing inequities in their assessments. Strong penalties for failure to comply with such provisions should be adopted and enforced. Only in this way can Louisiana taxpayers expect fair and equitable assessment of their property. (Author)

ED 128 975

EA 008 762

Knapp, John L. And Others

45-15 Costs. A Cost Study of Loudoun County's 45-15 Program.

Virginia Univ., Charlottesville. Tayloe Murphy Inst.

Pub Date Jun 76

Note—70p.; Some tables may not reproduce clearly

Available from—Tayloe Murphy Institute, University of Virginia, Box 6550, Charlottesville, Virginia 22906 (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), *Cost Effectiveness, *Costs, Cross Sectional Studies, Educational Finance, Elementary Secondary Education, Operating Expenses, Space Utilization, Tables (Data), *Year Round Schools

Identifiers—*Forty Five Fifteen Plan, Virginia (Loudoun County)

Two different approaches to cost analysis (cross-sectional analysis and mock-school analysis) both indicate savings under the 45-15 year round school plan used in Loudoun County, Virginia. These methods of cost analysis were used to compare traditional school schedules with 45-15. One middle school and three elementary schools in Loudoun County functioned under a 45-15 plan for two years until new school construction could alleviate overcrowding. This report contains the results of the financial evaluation of that year-round plan, including an analysis of start-up costs. The analysis of cost-effectiveness revealed that savings are likely to be higher in 45-15 middle schools than at the elementary level. The major cost saving was in imputed rent (the translation of capital costs into the same framework as operating expenses). The magnitude of capital cost savings is related to the greater utilization of building space in the 45-15 plan. This report also reviews other 45-15 cost studies conducted for other school districts. In general, the findings of relative cost savings under 45-15 in the other studies is consistent with those reported for Loudoun County. (Author/DS)

EC

ED 128 976

EC 090 977

Kakalik, J. S. And Others

Mental Health and Mental Retardation Services in Nevada.

Rand Corp., Santa Monica, Calif.

Spons Agency—Max C. Fleischmann Foundation, Reno, Nev.

Report No.—R-1800-FLF

Pub Date Apr 76

Note—515p.; For related document, see EC 090 978

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$10.00)

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—*Alcoholism, Delivery Systems, Demography, *Drug Abuse, *Emotionally Disturbed, Exceptional Child Education, Exceptional Child Services, Financial Support, Group Living, Identification, *Mentally Handicapped, Prevention, *Program Descriptions, *Program Evaluation, Residential Programs, Special Education, State Surveys, Vocational Rehabilitation

Identifiers—*Nevada

Summarized are the findings and recommendations of a 2-year study of all major mental health, and mental retardation, alcohol, and drug abuse services and programs in Nevada. Fourteen chapters are given to the following topics (sample sub-topics are in parentheses): description of the survey (scope of the project); summary and recommendations (problems with present services); the mentally handicapped population (population projections and analysis); Direction, an information-based service (problems with the Direction service in Nevada); (prevention of mental health disorders, mental retardation, and alcohol and drug abuse); identification (common problems with identification); special education and training services (needed improvements); nonresidential mental health services (children's behavioral services); treatment for alcohol and drug abuse (problems in the current delivery system); residential mental health and mental retardation services (medical facilities with psychiatric units); vocational services (private community vocational centers); medical services (private medical insurance); residential living (adult group care and family care facilities); and income assistance (county income assistance programs). Appendixes include information on vocational rehabilitation program and client characteristics, the Joint Commission on Accreditation of Hospitals, and California's Child Health and Disability Prevention Program. (SB)

ED 128 977 EC 090 978

Kakalik, J. S. And Others
Mental Health and Mental Retardation Services in Nevada. Executive Summary.

Rand Corp., Santa Monica, Calif.
 Spons Agency—Max C. Fleischmann Foundation, Reno, Nev.

Report No.—R-1800/1-FLF
 Pub Date Apr 76

Note—81p.; For related document, see EC 090 977

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Alcoholism, Community Programs, *Delivery Systems, Drug Abuse, *Emotionally Disturbed, Exceptional Child Services, *Health Services, Identification, Medical Services, Mental Illness, *Mentally Handicapped, *Needs Assessment, Prevention, *Program Evaluation, Program Planning, Psychological Services, Rehabilitation Programs, Residential Programs, Special Education, *State Programs, Vocational Rehabilitation

Identifiers—*Nevada

Summarized are the findings and recommendations of a 2-year study of all major services and service delivery systems in Nevada for persons with mental health disorders, mentally retarded persons, and abusers of alcohol and other drugs. Considered are the following areas of basic service needs: prevention of the mentally handicapped conditions, identification of the mental handicaps, direction to appropriate service providers, special education, treatment for mental health disorders, developmental training and other services to ameliorate the effects of mental retardation, alcohol and drug abuse treatment, medical care, vocational services, residential care, and income assistance. Described is the research strategy which involved taking a comprehensive view of the service system and the population served, estimating the size and service needs of the mentally handicapped population, and analyzing the characteristics of all Nevada service programs for meeting those needs. Considered are the objectives of participants in the service system and dimensions on which to measure progress toward the objectives. Described are problems with the current service systems, and presented are recommendations for resolving those problems, such as the following: allocate special education funds by specific handicap and enforce current standards, establish rehabilitation houses for rural alcohol and drug abusers, provide vocational education for emotionally disturbed youth, and establish health and developmental screening of new school enrollees. The 71 recommendations are presented in tabular form by degree of change needed and by area of basic service need. (IM)

ED 128 978 95 EC 090 996

Heiny, Robert W. And Others
Field Teaching: A Report of Planning a Social Science Based Teacher Training Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75
 Grant—OEG-0-71-1666

Note—195p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Change Agents, Conceptual Schemes, Exceptional Child Education, *Handicapped Children, *Models, Practicums, *Prevention, Program Descriptions, *Social Science Research, *Teacher Education

Identifiers—*Field Teaching, George Peabody College for Teachers

Presented is the final report of a project to plan a field teacher training program for preparing educators to work as social change agents with particular emphasis on preventing handicaps. The report is divided into two parts: Part I on the general schemes of the field teacher training model and the methods and procedures employed in its development; and Part II which presents supporting concepts and analyses of the field teaching model. Covered in chapter I are philosophical and conceptual foundations for the training of field teachers in human differences and social systems, Theoretical foundations of training, and a description of the field training model in terms of its four major components (explanatory statements about relationships among independent and dependent program variables,

directions for planning an individualized learning program, the substance of the program, and relationships between affective and cognitive domain changes). Reviewed in Chapter 2 are the two types of procedures (administrative arrangements and the construction and testing of field teaching models) which were used to complete the project. The role which special education plays in developing the field teaching model is examined in Chapter 3. Outlined in Chapter 4 is the social science model of handicaps. An analysis of the model's development and the issues, propositions, and hypotheses which make up the field teacher training model are presented in Chapters 5 and 6. Also included are appendices (with information on such topics as ideal field teacher training program content), charts, and tables. (SB)

ED 128 979 EC 090 999

Urban, Stanley
Special Education in Rural Areas: An Unsolved Problem.

Pub Date Jun 72
 Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Delivery Systems, Elementary Secondary Education, Exceptional Child Education, Federal Programs, *Handicapped Children, Innovation, Literature Reviews, Research Needs, *Rural Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is a review of literature on the provision of special education services to handicapped children in rural areas. The inadequacy of such provisions is seen to be due to problems in transportation, unavailability of special equipment and teaching materials, and administrative problems. Cooperative programming is reported as the key innovative aspect of most federal programs. Discussed is the need for research in utilizing innovations in financing, staffing, modern technology, and transportation. Among conclusions listed is that consolidation of regular school districts is a major problem. Appended is a list of Title III projects. (SB)

ED 128 980 EC 091 003

Waisgerber, Robert A. And Others
A Program Model, Materials and Practices and Procedures for Preparing Teachers to Implement It. Final Technical Report. July 1, 1973 - August 30, 1975.

Rochester Univ., N.Y.
 Pub Date Aug 75

Grant—G007306146
 Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Aurally Handicapped, *Career Education, *Curriculum Development, *Deaf, Demonstration Projects, *Educational Programs, Employment Opportunities, Exceptional Child Education, Field Trips, *Inservice Teacher Education, *Instructional Materials, Occupational Choice, Program Descriptions, Secondary Education, Special Schools, Work Attitudes, Workshops

Identifiers—New York

Conducted was a 3-year action research study designed to develop a career education program model and related instructional materials for deaf junior and senior high school students (12 - 18 years old) by the schools for the deaf in New York State. The overall objective for Phase I (1971 - 72) was the modification and adaptation of the Career Insights and Self Awareness Gaming materials (a series of vocational instructional activities based on occupational classifications utilized in the Dictionary of Occupational Titles) for use with hearing impaired learners. During Phase II (1972 - 73) a second component, the field visit, was introduced as part of the program, and an extensive survey of career opportunities for the deaf was conducted resulting in the identification of 805 job titles. During Phase III (1973 - 74) three more career education components were introduced: a set of 23 work function slides, a series of career briefs for deaf students, and classroom strategies for the exploration and clarification of work attitudes and values. In 1974, 43 educators from 20 schools for the deaf participated in a 2-week summer workshop at the University of Rochester. (Appended are such items as letters pertaining to the summer workshop, lists of participating schools, questionnaires, evaluations, and attitude measures.) (IM)

ED 128 981 95 EC 091 008

Waisgerber, Robert A. And Others
A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children. Final Report. June 1975.

Ohio State Univ., Columbus. School of Home Economics.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 75
 Grant—OEG-0-73-2728

Note—238p.; For related document, see ED 127 773

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Exceptional Child Education, *Handicapped Children, Infancy, *Performance Based Teacher Education, Preschool Education, *Program Descriptions

Identifiers—Ohio

Presented is the final report of a 3-year project at Ohio State University to design, develop, and implement a competency based program to prepare teachers of very young handicapped children. Considered in the first section are final year project activities in the following areas: evaluation and revision of a list of teacher competencies, development of a curricular program involving the instruction of five undergraduate students, the development of academic advisors' packages for future students, and the identification of job opportunities in Ohio for teachers of young handicapped children. Provided for each area is information on background, specific project activities and outcomes, evaluation methods, and such incidentals as lists of seminars and practicums, university course requirements, and listings of other programs and agencies. Section II of the report is a postscript on the total project with a summary of major accomplishments (such as preparation of five teachers and a competency document) of the total 3-year project, and reflections on competency based teacher education (such as the expense of such programs). The major portion of the report consists of appendixes such as lists of specialists utilized in the evaluation phases, course syllabi, a job market questionnaire, and a typical trainee progress report. (DB)

ED 128 982 EC 091 080

Weisgerber, Robert A. And Others
Evaluation of an Ink Print Reading Aid for the Blind: The Stereotoner. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Veterans Administration, New York, N.Y. Research Center for Prosthetics.

Report No.—AIR-3900-12/75-FR
 Pub Date Dec 75

Contract—V101(134)P-163
 Note—173p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Blind, Case Studies, Electromechanical Aids, Exceptional Child Research, Home Study, Instructional Materials, Material Development, *Reading Materials, Reading Speed, *Sensory Aids, Teaching Methods, *Visual Aids, Visually Handicapped

Identifiers—*Reading Aids, *Stereotoner

Evaluated with 30 trainees (age 12 - adult) was the Stereotoner (a chest-worn, ink print reading aid for the blind) in order to develop specialized instructional materials; coordinate a program of instruction; evaluate candidates, processes, and outcomes of training; and make available the basic course materials developed during the study. The output of the Stereotoner consists of ten separate tones activated according to the shape of the individual letters or numbers being sensed through a small, moving camera or probe. Ss found the auditory code difficult to learn and their ability to read various difficult formats to be limited. Following 54 hours of formal training average reading rates were four words-per-minute (WPM) with an average of 80% accuracy on isolated words; and with the addition of an 87-hour home study period, average reading rates increased to 7WPM but accuracy decreased to 66%. Results indicated that some blind persons can learn to read ink print materials with the Stereotoner; however, careful screening and selection for auditory discrimination ability and personal motivation is necessary. Products resulting from the project included a taped auditory selection test, a series of pre-training orientation tapes, a basic instructional manual, and a home study manual with tapes. (Results are tabulated and seven case studies are presented in detail. Approximately half of the document consists of

such appended items as excerpts from the instructional manual and home study manual, criterion tests, and additional case studies.) (IM)

ED 128 983 EC 091 082

Hogan, Robert Garvey, Catherine
Study of Verbally Gifted Youth: Fourth Annual Report to the Spencer Foundation. September 1, 1975 - September 1, 1976.

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Sep 76

Note—35p.; For related documents, see ED 096 784 and ED 115 019

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, Adolescents, Definitions, Enrichment, Exceptional Child Research, *Gifted, *Humanism, Humanistic Education, *Program Descriptions, Program Evaluation, Student Characteristics, *Talent Identification, *Verbal Ability

Presented is the fourth annual report of a project concerned with humanistic talent (defined as the ability to reason incisively and well with complex social, moral, and political problems) in gifted adolescent students. Activities of the past year in the areas of counseling services, graduate training, and research activities are reviewed. Explained is the decision to cut back on counseling services due to inefficient use of staff time and the small number of persons being served. Described in the section on graduate training are the theses of two students in educational administration, both studies being related to the prediction of academic performance. Research activities are summarized and future activities including data analyses and writing, information dissemination, a writing seminar for gifted adolescents, research on the definition of noncognitive determinants of humanistic reasoning, analysis of indices of future productiveness of gifted children, and a book length report of the entire project are outlined. Appended are a bibliography of 17 publications of the study from 1972 to 1976, a summary of the papers, and individual summaries of four papers on the subjects of quantitative giftedness in early adolescence, verbal giftedness and humanistic talent, educating humanistic talent, and the development of legal reasoning in verbally gifted children, respectively. An article by Joseph Adelson titled "Discussion of Papers on Humanistic Talent" is included. (IM)

ED 128 984 EC 091 083

Burger, Agnes Lin Erber, Susan C.
The Effects of Preferred Stimuli on the Free Recall of Moderately and Severely Mentally Retarded Children.

Pub Date Apr 76

Note—10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Cognitive Processes, Comprehension, Concept Formation, Exceptional Child Research, Memory, *Mentally Handicapped, *Recall (Psychological), Stimuli, *Trainable Mentally Handicapped
Investigated were the effects of two types of stimuli, preferred and non-preferred, on the free recall and clustering of 16 moderately and severely retarded children (mean IQ = 39.12, mean CA = 10.84 years) who were enrolled in public schools. An empirical determination was made as to whether to classify a particular conceptual category of stimuli as preferred or non-preferred. All Ss were presented with 18 objects from six conceptual categories in blocked condition. Both the preferred and non-preferred stimuli were given to each S in a counterbalanced order using a repeated measures design. The major finding was that the use of preferred stimuli had a significant facilitating effect on recall but not clustering. (Author)

ED 128 985 95 EC 091 084

Fugate, Ron, Ed.
Begin at the Beginning: A Report on the Capper Foundation's Early Education Project.

Capper Foundation for Crippled Children, Topeka, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—69p.

Available from—Ms. Benith MacPherson, Director, Early Education Project, The Capper Foundation for Crippled Children, 3500 West Tenth Street, Topeka, Kansas 66604 (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Case Studies, Early Childhood, *Evaluation Methods, Exceptional Child Education, Goal Orientation, Individualized Instruction, Infancy, *Measurement Techniques, Occupational Therapy, Performance Criteria, *Performance Tests, *Physically Handicapped, Physical Therapy, Preschool Education, *Program Descriptions, Social Services, Speech Evaluation, Teaching Methods

Identifiers—*Capper Foundation, Student Evaluation Teams

Presented is a description of the Capper Foundation Early Education Project which serves up to 30 physically handicapped children (0 - 7 years-old) at a given time, and included is an explanation of how objective measurement techniques are used to assess performance in class, physical and occupational therapies, and speech pathology. Outlined are the history of the project, descriptions of staff members, evaluation and treatment methods, measurement techniques, evaluation processes, teaching skills, and the use of the team approach. The infant program and the parent program are described. In the sections on the preschool, physical and occupational therapies, speech pathology, and social services case studies are reviewed as examples of the use of individualized educational programs, and graphs and charts are included. A detailed case study of one child is presented and followed through the evaluation interview, evaluation staffing, and departmental staffing reports including planning, results, and recommendations. Appended are a list of forms and the address of the foundation from which to obtain them, and tables of long- and short-term goals for physical and occupational therapies. (IM)

ED 128 986 EC 091 085

Education of Handicapped Children: Status Report. School Year 1974 - 1975 and Midyear 1975 - 1976.

Colorado State Dept. of Education, Denver.

Pub Date Dec 75

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Delivery Systems, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Services, Expenditure Per Student, *Handicapped Children, Incidence, Inservice Teacher Education, Instructional Staff, *State Surveys, *Statistical Data

Identifiers—*Colorado

Presented is the 1975 status report on education of handicapped students in Colorado. Statistical information is presented in both narrative and table format in the following areas: the number of handicapped students served, the means for serving the handicapped students in Colorado, staff required to serve handicapped students, costs and revenues for educating handicapped students, the impact of special education during 1974-1975, the impact of the inservice program for regular educators during 1974-1975, and the status of special education for the year 1975-1976. Topics covered include end-of-year status of special education students served; identification of needs in terms of referral, assessment, and staffing; support services staff; direct cost and total attributable cost for educating handicapped students; status and effectiveness of program implementation; objectives of the inservice program and reported accomplishments; and Child Find projects being conducted during 1975-1976. Among appendices are information on reimbursable costs under the Handicapped Children's Educational Act and a map showing the locations of Colorado's 43 special education administrative units. (SB)

ED 128 987 95 EC 091 086

Lazar, Alfred L. And Others
A Comparative Study of Attitudes Toward the Handicapped and Self Concept by Students at Three Universities.

California State Univ., Long Beach. Dept. of Educational Psychology.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—451-AH60850

Pub Date Jun 76

Grant—G00-74-02794

Note—18p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (100th, May 31 - June 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Exceptional Child Research, *Handicapped Children, *Self Concept, Special Education Teachers, *Teacher Attitudes, Universities

Attitudes toward the handicapped and self concept were compared in 102 students enrolled in three universities offering training programs in special education. All Ss were administered the Attitude Toward Handicapped Individuals scale, the Preferred Student Characteristic Scale, the Is of Identity test, and the Tennessee Self Concept scale. Results indicated that Ss were understanding and accepting of the handicapped; that Ss shared a common view toward instructional goals which tended to point in the direction of the cognitive domain; and that Ss tended to be in the normal or average range on self concept scores. (SB)

ED 128 988 EC 091 087

Staats, Elmer B.

Training Educators for the Handicapped: A Need to Redirect Federal Programs.

Comptroller General of the U.S., Washington, D.C.

Pub Date Sep 76

Note—69p.; Report to the Congress by the Comptroller General of the United States

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Exceptional Child Education, Federal Aid, Federal Programs, *Handicapped Children, National Surveys, Needs Assessment, *Program Evaluation, Regular Class Placement, Resource Teachers, *Special Education Teachers, *Teacher Education, Teacher Supply and Demand, *Vocational Education

Identifiers—OE, *Office of Education

Reviewed are the programs administered by the Office of Education, Department of Health, Education, and Welfare to train educators of the handicapped with emphasis on the increasing need for training of regular classroom teachers to deal with handicapped students and the need for vocational education for the handicapped. Outlined are needs for improved evaluation and dissemination of information resulting from special developmental projects. Included are recommendations such as the following: provide a major emphasis on programs for training regular classroom teachers to effectively deal with the handicapped; discourage the use of Bureau of Education for the Handicapped funds for paying stipends for full-time students; emphasize the need for applying individualized instruction techniques to the handicapped by supporting projects designed to extend the regular classroom teacher's ability to reach individual students; and develop and implement a plan to provide vocational educators with the skills and abilities needed to effectively deal with the handicapped in the regular classroom. Included are such items as a chart indicating demand for special education teachers for school years 1975 - 76 and 1976 - 77 and the perceived effect of withdrawal of federal funding from collegiate special education programs. (IM)

ED 128 989 EC 091 088

Hirst, Irene

Effects of the Psychoactive Drug: Methylphenidate (Ritalin) on Classroom Disorders: Hyperactivity, Emotional Disturbance and Learning Disorders.

Pub Date Apr 76

Note—25p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, *Drug Therapy, *Emotionally Disturbed, Evaluation, Exceptional Child Research, *Hyperactivity, *Learning Disabilities, *Learning Processes, Stimulants

Identifiers—Amphetamines, Methylphenidate (Ritalin), Thioridazine

Reviewed were several research studies using varying dosages of methylphenidate (Ritalin) in contrast with thioridazine and amphetamine under various behavioral conditions and situations with hyperactive, emotionally disturbed, and learning disabled children. Results from the studies with hyperactive children indicated that drug treatment was effective only for formal settings

(classroom, laboratory, etc.). The emotionally disturbed Ss showed deviant behavior to be affected by drugs, and classroom on-task behaviors increased with the use of methylphenidate in comparison with the placebo and thioridazine treatments. With the learning disabled, methylphenidate increased the number of correct responses concomitant with an increase in responding. Conclusions were drawn to the effect that methylphenidate enhances learning. (Author/IM)

ED 128 990 95 EC 091 089

Leiss, Robert H. Proger, Barton B.

Evaluative Findings on "A Plan for Initiation of Services to Handicapped Children Not Previously Served": A Preschool Project Offering Awareness, Evaluation, Child Tracking, and Educational Services. Final Report. July 1, 1975 to June 30, 1976. Volume 1 of 2.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—48-05023-460-380

Pub Date Aug 76

Note—150p.; Best Available Copy; For volume 2 with additional appendices, see EC 091 090

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Delivery Systems, Exceptional Child Services, *Handicapped Children, Identification, Information Dissemination, Mass Media, Preschool Education, Program Descriptions, *Program Evaluation

Identifiers—Pennsylvania (Montgomery County)

Presented is the first of two volumes on evaluation findings for a preschool handicapped project with six objectives—to create public awareness on available services; to identify and locate all handicapped children, ages 0 to 4 years, 7 months; to provide diagnostic evaluation services; to provide preschool programs as a special target area; to develop and maintain a child tracking system; and to provide resource information to all agencies and individuals concerned with the child's welfare. Sections are given to information on target service groups (approximately 234 children), paid and unpaid personnel, activities (which included language stimulation training for parents), evaluation procedures (including staff meetings for internal evaluation and interviews with parents for external evaluation), evaluation results (such as that the tracking system seemed to work effectively in keeping tabs on key dates in the processing of each child) relating to each program objective, elimination of gaps or weaknesses, and information dissemination. Appendixes make up the bulk of the document and include an excerpt from state reporting requirements; copies of advertisements placed in mass media outlets, and forms, letters, and brochures from the mass media awareness campaign. (SB)

ED 128 991 95 EC 091 090

Leiss, Robert H. Proger, Barton B.

Evaluative Findings on "A Plan for Initiation of Services to Handicapped Children Not Previously Served": A Preschool Project Offering Awareness, Evaluation, Child Tracking, and Educational Services. Final Report. July 1, 1975 to June 30, 1976. Volume 2 of 2.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—48-05023-460-380

Pub Date Aug 76

Note—140p.; Best Available Copy; For volume 1 of the report, see EC 091 089

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Delivery Systems, Exceptional Child Services, *Handicapped Children, Identification, Information Dissemination, Preschool Education, *Program Evaluation

Identifiers—Pennsylvania (Montgomery County)

Presented is volume 2 of the report on a preschool handicapped project with six objectives—to create public awareness on available services; to identify and locate all handicapped children, ages 0 to 4 years, 7 months; to provide diagnostic evaluation services; to provide preschool programs as a special target area; to develop and maintain a child tracking system; and to provide resource information to all agencies and individuals concerned with child welfare. The second volume contains appendixes which cover the following topics: procedures for report-

ing student progress, evaluation visits and reports, results of the project's location and identification phase, parent training sessions, Project Connect, and the final budget status. The bulk of the document consists of the progress results of children enrolled in the project's self-contained, hearing impaired class. (SB)

ED 128 992 95 EC 091 118

Bailey, Don And Others

Learning Activities for the Young Handicapped Child.

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Note—300p.

Available from—Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 (\$10.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Cognitive Development, *Communication Skills, Daily Living Skills, Early Childhood Education, Exceptional Child Education, *Handicapped Children, Handwriting, Individual Activities, Language Ability, *Learning Activities, *Motor Development, Perceptual Motor Coordination, Psychomotor Skills, Reading Skills, *Self Care Skills, Skill Development, Social Development, Speech Skills, Task Analysis, Teaching Guides

Identifiers—Reverse Chaining

Presented is a collection of learning activities for the young handicapped child covering 295 individual learning objectives in six areas of development: gross motor skills, fine motor skills, social skills, self help skills, cognitive skills, and language skills. Provided for each learning activity are the teaching objective, teaching procedures, supplementary teaching ideas, and a chart for recording student progress. The teaching procedures reflect strategies of task analysis, reverse chaining, and positive reinforcement. The following are two sample activities for each area: gross motor skills — walks up and down stairs without assistance, and dances to music; fine motor skills — turns radio knob, and prints first name; social skills — helps put things away, and understands sharing; self help skills — undresses self, and can cut with a knife; cognitive skills — matches familiar objects, and knows left from right; and language skills — gives use of object, and verbalizes opposites. (IM)

ED 128 993 95 EC 091 119

Bailey, Larry

A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6.

Illinois State Office of Education, Springfield.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—OEG-00-75-03404

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Aurally Handicapped, *Career Education, Curriculum Development, Educational Objectives, Elementary Education, Exceptional Child Education, Lesson Plans, Parent Role, *Physically Handicapped, *Resource Guides, State Programs, Trend Analysis, *Visually Handicapped

Identifiers—Illinois

Intended for Illinois teachers of visually, hearing, or physically handicapped children at the elementary grade level, the handbook provides information for developing a career education program. Focused on in chapter 1 is special education in the state of Illinois with sections on philosophy and program guidelines, regional programs and services, the Special Education Advisory Council, the Illinois Commission on Children, and The Child Hearing Test Act. The emergence and current status of career education is reviewed in chapter 2 including conditions calling for educational reform, the Office of Education definition and policy paper, and the Education Amendments of 1974. The purpose, goals, and activities of career education are considered in chapter 3 with sections on the nature of career development, the awareness stage (grades K - 3), and the accommodation stage (grades 4 - 6). Focused on in chapter 4 are special career education needs for visually, hearing, and physically impaired children, respectively. Various career

education resources such as the Educational Resources Information Center and the National Career Information Center are discussed in chapter 5. Considered in chapter 6 are aspects of curriculum planning for career education including specification of goals and objectives, lesson planning, and a four step teaching method. The parents' role in career education is examined in the final chapter in the form of six activities for teachers. Appended are additional information on planning lessons in career education and sample lesson plans. (DB)

ED 128 994 EC 091 200

Snell, Martha E.

A Modified Language Acquisition Program for Use by Attendants and Attendant-Supervised Retarded Trainer-Student Pairs.

Pub Date Jun 73

Note—151p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Attendants, Exceptional Child Education, Expressive Language, *Language Development, Mentally Handicapped, *Peer Teaching, *Program Descriptions, Receptive Language, *Severely Handicapped, Teaching Methods, *Trainable Mentally Handicapped

Identifiers—Modified Language Acquisition Program

Described is the Modified Language Acquisition Program (MLAP) which used trainable mentally retarded trainers to teach basic language skills to severely and profoundly retarded students in a state hospital. Provided are a flow chart and procedural description to guide the use of the MLAP with attendant-supervised retarded trainers and a second flow chart and description for use when the attendant, aide, or teacher is using the MLAP to train students directly. The final section covers a part by part description of the MLAP for the following phases: attending, motor imitation, vocal imitation, basic receptive phase (understanding single words that label), receptive expansion phase (understanding combinations of words that label), basic expressive phase (using single words to label), and expressive expansion phase (using words to label, to ask, to tell where, and to tell what). Appended are such items as a list of definitions of behavioral terms, a list of equipment needed in MLAP, the picture training cards for the retarded trainer, and signs for words in the MLAP. (DB)

ED 128 995 EC 091 201

SRM Manual, Selected Resource Materials: Description and Evaluation.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

Pub Date Oct 74

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation, Exceptional Child Education, *Handicapped Children, *Instructional Materials, *Program Descriptions, *Resource Guides

Identifiers—*Alberta

Provided in the manual is descriptive and evaluative information on 67 instructional materials or programs frequently used with exceptional children in Alberta schools. A flow chart describes the three methods of using the manual: 1) to obtain descriptive and evaluative information of an instructional program in the manual 2) to classify and record evaluations of new instructional materials not in the manual, and 3) to locate suitable resource materials given a student development problem. Sections are given to general categories of resource programs; definitions and classification of general resource program categories and program descriptions; a summary index of programs; a personal social skill development matrix; perceptual cognitive motor skill matrices; educational content skills matrices; research findings (an extensive review of the literature found evaluative information on only 24% of the resource material analyzed); a list of the distributors, copyright and approximate cost of selected resource programs; teacher evaluation forms; and references. Most of the information is presented in chart and matrix form. (DB)

ED 128 996 95 EC 091 202

Thomas, M. Angele, Ed.

Hey! Don't Forget About Me! Education's Investment in the Severely, Profoundly, and Multiply Handicapped.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 76

Note—197p.; CEC Invisible College on the Severely, Profoundly, and Multiply Handicapped

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$7.50, Publication Number 140)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Conference Reports, *Educational Needs, *Educational Objectives, Exceptional Child Education, Government Role, Identification, *Intervention, *Multiply Handicapped, Parent Role, Program Development, Public Schools, Research Needs, *Severely Handicapped, Teacher Role, Technical Assistance

Identifiers—Deinstitutionalization

Presented are 12 author contributed chapters which developed out of an invisible college of leaders concerned with providing services to the severely, profoundly, and multiply handicapped. Stressed throughout the book are such needs as the need to listen to parents, the need for new training programs for teachers of the severely handicapped, the need to be aware of potential problems in implementing programs, and the need for support and commitment from government. Chapters have the following titles and authors: "Criterion of Ultimate Functioning" (L. Brown et al), "Infant Identification" (N. Haring), "The Role of the Parent" (R. Sullivan), "Early Intervention" (E. Allen), "Curriculum Concerns" (V. Baldwin), "A Teacher's Perspective" (N. Scheuerman), "Educational Synthesizer" (D. Bricker), "Public School Programs" (R. Sherr), "Planned Change—The Role of Technical Assistance" (L. Kenowitz), "Deinstitutionalization" (L. Larsen), "Federal Leadership" (E. Son-tag), and "Service of Research" (W. Bricker). Also included is an annotated resource bibliography of approximately 180 items with sections on characteristics and treatment; gross motor development; physical therapy for the cerebral palsy; the neurodevelopmental method; cognitive development; behavior shaping techniques; toilet training; prelanguage, language and communication development; vocational training; parents; and materials of the American Association for the Education of the Severely/Profoundly Handicapped. (DB)

ED 128 997 EC 091 203

Johnson, Clara L.

Child Abuse: State Legislation and Programs in the Southeast.

Regional Inst. of Social Welfare Research, Athens, Ga.

Pub Date Aug 73

Note—117p.; For related document, see EC 091 204

Available from—Regional Institute of Social Welfare Research, Inc., P.O. Box 152, Athens, Georgia 30601 (\$5.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Child Abuse, Child Advocacy, Disadvantaged Youth, Exceptional Child Services, Legal Responsibility, Reports, Social Services, *State Legislation, *State Programs, State Surveys

Identifiers—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Reported is a study of child abuse legislation and state programs relating to principles of reporting abuse in the eight southeastern states in Region IV (Georgia, Alabama, Florida, North Carolina, South Carolina, Tennessee, Kentucky, and Mississippi). Chapter 1 introduces the report and includes research objectives, format, and methods of data collection. Legislation is covered in Chapter 2, which provides an outline of each State's legislation on child abuse in tabulated form. Chapter 3 focuses on the implementation of reports and covers topics such as mandated reporters, recipients of reports, how reports are made, and penalties for failure to report. Protective services are discussed in Chapter 4 which includes descriptions of programs, staff, and services. Chapter 5, on child abuse central registries, provides a table of information on the registries by State. Interrelationships between the public welfare agencies and medical constituents, the courts, and the community are discussed in Chapter 6. Chapter 7 focuses on defining and restraining elements of the reporting statutes and implementing reports under the law. (IM)

ED 128 998 EC 091 204

Johnson, Clara L.

Child Abuse in the Southeast: Analysis of 1172 Reported Cases.

Regional Inst. of Social Welfare Research, Athens, Ga.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Grant—10-P-56015/05

Note—169p.; For related document, see EC 091 203

Available from—Regional Institute of Social Welfare Research, Inc., P.O. Box 152, Athens, Georgia 30601 (\$5.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Child Abuse, Demography, Disadvantaged Youth, Exceptional Child Research, *Incidence, *Parents, *State Surveys, Statistical Analysis

Identifiers—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Presented is an analysis of 1172 reported cases of child abuse in the eight southeastern States in Region IV (Georgia, Alabama, Florida, North Carolina, South Carolina, Tennessee, Kentucky, and Mississippi). Described in Chapter 1 is the methodology of the study including aims, sampling procedure, and data collection and processing. In Chapter 2, the reported cases are analyzed according to geographic distribution, changes in incidence and case status. Chapter 3 includes the statistics on characteristics of the injured children by characteristics such as age, sex, race, and birth order. Reported incidents are analyzed in chapter 4 according to characteristics such as place, time, assistance given, circumstances, types of injuries, seriousness of injuries, treatment, and official involvement and decisions. Chapter 5 presents statistics concerning the parents or parent substitutes of the abused children, and Chapter 6 covers statistics on the perpetrators. Summary, reflection, and conclusion are included in Chapter 7. A summary of the significant findings of the study is provided, some of which are the following: over 50% of the abused children were under 6 years of age; educational and occupational levels of the parents were low; females injured children more in the early morning and men in the evening; and perpetrators tended to injure children of their own sex more than children of the opposite sex. (IM)

ED 128 999 EC 091 205

Thomas, George

Is Statewide Deinstitutionalization of Children's Services a Forward or Backward Social Movement?

Regional Inst. of Social Welfare Research, Athens, Ga.

Pub Date Feb 76

Note—93p.

Available from—Regional Institute of Social Welfare Research, P.O. Box 152, Athens, Georgia 30601 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Advocacy, Community Resources, Exceptional Child Education, Group Living, *Handicapped Children, Institutional Environment, *Institutionalized Persons, *Normalization (Handicapped), Placement, Public Policy, Rehabilitation Programs, *Residential Programs, Trend Analysis

Identifiers—*Deinstitutionalization

Reviewed is the movement toward deinstitutionalization of handicapped children in terms of the sources of pressures toward deinstitutionalization, alternatives, effects of institutional experience on children, and possible consequences of the movement. Pressures discussed are those deriving from the assumed negative effects of institutionalization on children and those deriving from social reform actions and movements (litigation, legislation, and citizen pressures). Alternative options mentioned are the following: shorten length of stay in institutions, cut down referrals for admissions, develop a phase out plan, and move toward a highly differentiated system of institutions. Commentary is cited on the present knowledge concerning effects of the institutional experience on children in such areas as dehumanization, treatment effects, effects of institutional structure and placement process, effects of geographic distance, and costs of institutional care. The following service alternatives are considered: foster family care, group home care,

community-based services, and strengthening family life. Some possible unintended consequences are discussed. Concluding assessments include the following recommendations: a sound rationale for deinstitutionalization—the rights of children; public airing of any plan for deinstitutionalization and demonstration of a relationship with State services; feasibility of absorption of the population; and gradual implementation of the plan. A bibliography of approximately 325 publications is provided. (IM)

ED 129 000 EC 091 206

Gourley, Theodore J. And Others

Programs for Gifted Students: A National Survey.

Educational Improvement Center, Pitman, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—116p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum, Definitions, Educational Programs, Elementary Secondary Education, Exceptional Child Research, *Gifted, *National Surveys, *Program Descriptions, Public Education, *Talent Identification, *Teacher Education

Identifiers—*New Jersey

Reported are the findings of a national survey on the present state of public education for the gifted. A foreword, statement of purpose, procedural information, and findings are given for each of the major survey areas—definitions of the gifted child, identification and instruments for gifted children, educational programs for the gifted, and teacher training programs for the education of the gifted, with particular emphasis on programs in New Jersey. The educational programs section, which makes up the bulk of the document, includes general information (such as location, address, and contact person) on gifted programs which were not evaluated and more detailed information (such as sample forms, identification methods, curriculum, and program characteristics) on programs which were studied and some visited. Listed among conclusion in the final section are that teacher recommendation is the most popular form of identification used and that there is almost a total absence of formal training programs for teachers of the gifted offered by New Jersey State Colleges. Appended are a list of the programs surveyed, a list of program objectives; a preliminary program record survey form; sample letters; a program record and visit form; a list of contributors; and charts showing the objectives for each program, instruments for identifying the gifted, program content areas by grade, and characteristics of New Jersey programs. (SBH)

ED 129 001 EC 091 207

Autism. A Selective Bibliography. Exceptional Child Bibliography Series No. 603.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—32p.; For related document, see ED 105 697

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Autism, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research

The annotated bibliography on Autism contains approximately 125 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering

microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 002 EC 091 208
Child Abuse. A Selective Bibliography. Exceptional Child Bibliography Series No. 601.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.; For related document, see ED 102 805

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Child Abuse, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research

Identifiers—*Neglected Children

The annotated bibliography on Child Abuse contains approximately 80 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 003 EC 091 209
Competency Based Teacher Education and Evaluation. A Selective Bibliography. Exceptional Child Bibliography Series No. 630.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.; For related document, see ED 104 061

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Performance Based Teacher Education, *Teacher Evaluation, Teaching Skills

The annotated bibliography on Competency Based Teacher Education and Evaluation contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1955 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 004 EC 091 210
Mainstreaming: Program Descriptions in Areas of Exceptionality. A Selective Bibliography. Exceptional Child Bibliography Series No. 623.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—37p.; For related document, see ED 102 808

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Regular Class Placement

The annotated bibliography on Mainstreaming: Program Descriptions in Areas of Exceptionality contains approximately 210 abstracts and associated indexing information for documents or journal articles published from 1961 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Aurally Handicapped Early Childhood, Mentally Retarded, Emotionally Handicapped, Gifted and Creative, Learning Disabled, Visually Impaired, and Physically Handicapped. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 005 EC 091 211
Nondiscriminatory Testing. A Selective Bibliography. Exceptional Child Bibliography Series No. 645.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—27p.; For related document, see ED 104 062

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Culture Free Tests, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, Test Bias

Identifiers—*Nondiscriminatory Tests (Handicapped)

The annotated bibliography on Nondiscriminatory Testing contains approximately 79 abstracts and associated indexing information for documents or journal articles published from 1962-1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Assessment Factors Related to the Test Taker, Visually Handicapped, Hearing Impaired, Children with Physical Limitations, Children with Verbal Response Limitations, Minority Group Children-General, Black Children, Spanish Speaking Children, Assessment Factors Related to the Test Giver, and Assessment Factors Related to the Test. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 006 EC 091 212
Normalization—Mentally Retarded. A Selective Bibliography. Exceptional Child Bibliography Series No. 683.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—28p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Mentally Handicapped, Normalization (Handicapped)

Identifiers—Deinstitutionalization

The annotated bibliography on Normalization—Mentally Retarded contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 007 EC 091 213
Sex Education. A Selective Bibliography. Exceptional Child Bibliography Series No. 605.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—30p.; For related document, see ED 102 806

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Sex Education, *Sexuality

The annotated bibliography on Sex Education contains approximately 135 abstracts and associated indexing information for documents or journal articles published from 1962 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Handicapped Children, Aurally Handicapped, Disadvantaged, Emotionally Disturbed, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, Visually Handicapped, and Learning Disabled. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 008 EC 091 214
Behavior Modification—Emotionally Disturbed and Behavior Problems. A Selective Bibliography. Exceptional Child Bibliography Series No. 608.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Behavior Change, *Behavior Problems, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, *Operant Conditioning

The annotated bibliography on Behavior Modification—Emotionally Disturbed and Behavior Problems contains approximately 80 abstracts and associated indexing information for documents or journal articles published from 1965 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 009 EC 091 215
Emotionally Disturbed—Teaching Methods. A Selective Bibliography. Exceptional Child Bibliography Series No. 617.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—25p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Educational Methods, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, *Teaching Methods

The annotated bibliography on Emotionally Disturbed—Teaching Methods contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1960 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 010 EC 091 216
Emotionally Disturbed—Educational Programs. A Selective Bibliography. Exceptional Child Bibliography Series No. 618.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—22p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Educational Programs, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, *Program Descriptions

The annotated bibliography on Emotionally Disturbed—Educational Programs contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1950 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Educa-

tion Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 011 EC 091 217
Emotionally Disturbed—Counseling and Therapy. A Selective Bibliography. Exceptional Child Bibliography Series No. 629.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—33p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Counseling, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Education, Exceptional Child Research, Psychotherapy, *Therapy

The annotated bibliography on Emotionally Disturbed—Counseling and Therapy contains approximately 145 abstracts and associated indexing information for documents or journal articles published from 1950 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: General, Psychotherapy, Group Therapy, Residential Therapy, Play Therapy, Family Therapy, Art and Music Therapy, and Drug Therapy. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 012 EC 091 218
Gifted: Parenting/Legislation & Public Policy. A Selective Bibliography. Exceptional Child Bibliography Series No. 636.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—18p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Legislation, *Parent Role, *Public Policy

The annotated bibliography on Gifted: Parenting/Legislation & Public Policy contains approximately 72 abstracts and associated indexing information for documents or journal articles published from 1958 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the

bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 013 EC 091 219
Creativity—Research/Tests & Measurements/Intelligence. A Selective Bibliography. Exceptional Child Bibliography Series No. 639.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—19p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Creativity, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, Intelligence Level, Testing

The annotated bibliography on Creativity—Research/Tests & Measurements/Intelligence contains approximately 60 abstracts and associated indexing information for documents or journal articles published from 1964 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 014 EC 091 220
Creativity—General/Classroom/Problem Solving. A Selective Bibliography. Exceptional Child Bibliography Series No. 667.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—23p.; For related document, see ED 105 706

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Creativity, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Problem Solving

The annotated bibliography on Creativity—General/Classroom/Problem Solving contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1962 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 015 EC 091 221
Identification of the Gifted. A Selective Bibliography. Exceptional Child Bibliography Series No. 668.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—17p.; For related document, see ED 109 867

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Identification, *Talent Identification

The annotated bibliography on Identification of the Gifted contains approximately 60 abstracts and associated indexing information for documents or journal articles published from 1959 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 016 EC 091 222
Dyslexia. A Selective Bibliography. Exceptional Child Bibliography Series No. 652.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—23p.; For related document, see ED 104 063

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Dyslexia, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Learning Disabilities

The annotated bibliography on Dyslexia contains approximately 95 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 017 EC 091 223
Educable Mentally Retarded—Programs/Teaching Methods. A Selective Bibliography. Exceptional Child Bibliography Series No. 621.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—28p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Mentally Handicapped, *Program Descriptions, *Teaching Methods

The annotated bibliography on Educable Mentally Retarded—Programs/Teaching Methods contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 018 EC 091 224
Educable Mentally Retarded—Curriculum. A Selective Bibliography. Exceptional Child Bibliography Series No. 622.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—22p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Curriculum, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Mentally Handicapped

The annotated bibliography on Educable Mentally Retarded—Curriculum contains approximately 90 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 019 EC 091 225
Educable Mentally Retarded—Career Education. A Selective Bibliography. Exceptional Child Bibliography Series No. 682.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—20p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Mentally Handicapped, Vocational Education

The annotated bibliography on Educable Mentally Retarded—Career Education contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1970 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date,

author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 020 EC 091 226
Severely and Multiply Handicapped—Program Descriptions/Operant Conditioning. A Selective Bibliography. Exceptional Child Bibliography Series No. 614.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—30p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Behavior Change, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Multiply Handicapped, *Operant Conditioning, *Program Descriptions, *Severely Handicapped

The annotated bibliography on Severely and Multiply Handicapped—Program Descriptions/Operant Conditioning contains approximately 140 abstracts and associated indexing information for documents or journal articles published from 1967 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 021 EC 091 227
Severely and Multiply Handicapped—Teaching Methods/Assessment. A Selective Bibliography. Exceptional Child Bibliography Series No. 678.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—30p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Multiply Handicapped, *Severely Handicapped, *Teaching Methods, *Testing

The annotated bibliography on Severely and Multiply Handicapped—Teaching Methods/Assessment contains approximately 120 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 022 EC 091 228
Speech Handicapped/General, Research, Programs. A Selective Bibliography. Exceptional Child Bibliography Series No. 626.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—38p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Program Descriptions, *Speech Handicapped

The annotated bibliography on Speech Handicapped/General, Research, Programs contains approximately 190 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 023 EC 091 229
Down's Syndrome. A Selective Bibliography. Exceptional Child Bibliography Series No. 604.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—23p.; For related document, see ED 105 698

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Mentally Handicapped, *Mongolism

The annotated bibliography on Down's Syndrome contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 024 EC 091 230
Gifted—Handicapped/Disadvantaged/Underachievers. A Selective Bibliography. Exceptional Child Bibliography Series No. 660.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—20p.; For related document, see ED 109 865

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Disadvantaged Youth, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Handicapped Children, Multiply Handicapped, *Underachievers

The annotated bibliography on Gifted—Handicapped/Disadvantaged/Underachievers contains approximately 65 abstracts and associated indexing information for documents or journal articles published from 1957 to 1976 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 025 EC 091 231
Gifted—Teaching Methods/Curriculum/Teacher Training. A Selective Bibliography. Exceptional Child Bibliography Series No. 661.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—21p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Curriculum, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, *Teacher Education, *Teaching Methods

The annotated bibliography on Gifted—Teaching Methods/Curriculum/Teacher Training contains approximately 75 abstracts and associated indexing information for documents or journal articles published from 1955 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 026 EC 091 232
Programming for the Gifted—General/Arts and Humanities/Math and Science. A Selective Bibliography. Exceptional Child Bibliography Series No. 609.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—27p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Art, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Gifted, Humanities, Mathematics, *Program Development, Sciences

The annotated bibliography on Programming for the Gifted—General/Arts and Humanities/Math and Science contains approximately 125 abstracts and associated indexing information for documents or journal articles published from 1965 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

formation Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 027 EC 091 233
Normalization—General/Aurally Handicapped/Visually Handicapped/Physically Handicapped/Emotionally Disturbed. A Selective Bibliography. Exceptional Child Bibliography Series No. 650.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—27p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Normalization (Handicapped)

The annotated bibliography on Normalization—General/Aurally Handicapped/Visually Handicapped/Physically Handicapped/Emotionally Disturbed contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 028 EC 091 234
Hyperactivity—General. A Selective Bibliography. Exceptional Child Bibliography Series No. 643.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—21p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Hyperactivity

The annotated bibliography on Hyperactivity—General contains approximately 84 abstracts and associated indexing information for documents or journal articles published from 1967 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 029

Hyperactivity—Drug Therapy/Food Additives/Allergies. A Selective Bibliography. Exceptional Child Bibliography Series No. 602.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—19p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstracts, *Allergy, *Annotated Bibliographies, *Drug Therapy, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, *Hyperactivity

Identifiers—*Food Additives

The annotated bibliography on Hyperactivity—Drug Therapy/Food Additives/Allergies contains approximately 65 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

ED 129 030

EC 091 330

Parents Anonymous Chairperson-Sponsor Manual. Parents Anonymous, Inc., Redondo Beach, Calif. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Grant—90-C-104

Note—47p.

Available from—Parents Anonymous, 2810 Artesia Boulevard, Redondo Beach, California 90278 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Abuse, Exceptional Child Education, Helping Relationship, *Leaders Guides, Manuals, *Parent Associations, *Parent Counseling, *Social Workers

Identifiers—Neglected Children, *Parents Anonymous

Presented is a manual which focuses on the Chairperson-Sponsor relationship of Parents Anonymous (PA), an organization for helping parents with child abuse problems. Brief sections cover the following topics: Jolly and Leonard (the cases of two people, one an abusive mother and the other a psychiatric social worker, involved in PA); the basic model of PA; background of the PA parent; the Chairperson's role in group; the Chairperson as parent member; the PA sponsor; the Department of Public Welfare social worker as a sponsor; PA group activities; the first meeting; alternatives to abuse; crisis calls; touching and laughter; progress; verbalizing needs; sexual abuse; problem areas; the passive parent; the group leader's relationship to agencies and professionals; the PA volunteer; chapter maintenance; statement on federal and state tax status; and additional areas of service and activity. Also provided is an application form for becoming a PA volunteer. (SBH)

ED 129 031

EC 091 331

Geffert, Hannah N. And Others. State Legislation Affecting Inservice Staff Development in Public Education.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Mar 76

Note—190p.

Available from—Lawyers' Committee for Civil Rights Under Law, 733 15th Street, N.W., Washington, D.C. 20005 (\$3.75)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Attendance, Boards of Education, Collective Bargaining, Financial Support, *General Education, Grants, *Inservice Programs, Inservice Teacher Education, Leave of Absence, Public Education, School Calendars, *Staff Improvement, *State Legislation, State Standards

Summarized is legislation from states and outlying territories, in effect as of January, 1976, which constitutes the basic legal structure for the development and implementation of inservice staff development programs in public education. The major elements of the statutes affecting inservice staff development are noted to include collective bargaining, inservice categories (the type of inservice activity desired), and inservice subjects (which include agricultural instruction, delinquency and crime prevention, and special education). Statutes for each state appear in the same order, and with the same section numbers as in their respective state code books. In addition, a series of charts are provided which facilitates state by state comparisons of governance structures, subjects, purposes, and types of inservice training mandated by law. State employee negotiation statutes regarding collective bargaining have also been reported in chart form. Indexes for each state categorize statutes under the following main headings: attendance; calendar; grants; finance; inservice authority; inservice categories; inservice participants; inservice subjects; leaves of absence (sabbaticals); and state and local boards of education, supervisors, and administrators. (SBH)

ED 129 032

EC 091 332

Swearingen, Mary-B. Mosley

The CI-TAB Secondary Program: Career Information and Training Activities for the Blind. Education Service Center Region 19, El Paso, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 75

Note—184p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Blind, *Career Education, *Curriculum Guides, *Employment Opportunities, Exceptional Child Education, Instructional Media, *Occupational Information, Prevocational Education, Secondary Education, Tape Recordings, *Visually Handicapped, Vocational Interests

Presented is the CI-TAB (Career Information and Training Activities for the Blind) Secondary Program, a program providing career education for visually handicapped and blind high-school students to be available in braille and cassette recordings. Five general discussions (each including a list of concepts covered, suggested learning activities, and a list of test questions) are provided on the following topics: (1) producers and consumers, and goods and services; (2) employment agencies, job placement services, unions, and social security; (3) resumes, applications, and interviews; (4) job classifications and volunteer service; and (5) independence, responsibility, and freedom. Each of 30 job descriptions included answers the following questions: What must this worker do? How many hours must this person work? How much will this job pay? What abilities will I need? What else is important about this job? What are the prospects and opportunities? How can I prepare for this job? and What other jobs are similar to this? Also included are general suggestions for career education and a list of approximately 50 sources of supplementary vocational materials. (IM)

ED 129 033

EC 091 333

Menhusen, Bernadette R.

Dissemination and Instructional Implementation for "Me Now" and "Me and My Environment." The BSCS Life and Environmental Sciences Curricula for the Educable Mentally Handicapped, 1975-1976.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 76

Grant—PES-75-02113

Note—24p.; For related documents, see ED 071 264-267, 087 188-191, 100 122, 112 623, and 122 464-465

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biology, Curriculum Development, *Curriculum Evaluation, Ecology, *Educable Mentally Handicapped, Educational Objectives, Environmental Education, Instructional Materials, Mentally Handicapped, *Science Curriculum, Secondary Education, *Secondary School Science

Identifiers—Me and My Environment, Me Now

Reported are a special project institute and follow-up workshop designed to influence and facilitate the dissemination, adoption, and implementation of the Special Education Programs in the Life and Environmental Sciences developed by the Biological Sciences Curriculum Study for 11- to 16-year-old educable mentally handicapped (EMH) students. Outlined is the program of the 5-week institute held in the summer of 1975, at which Me Now (a 2-year life sciences program on functions of the human body for 11- to 13-year-old EMH students) and Me and My Environment (a 3-year environmental sciences program for 13- to 16-year-old EMH students) were presented to and evaluated by 33 participant educators. Results of evaluations of the curriculum programs and of the institute are presented in tabular form. Also described is a follow-up workshop held in the summer of 1976 and attended by 44 participants, 19 of whom were returning members of the 1975 institute. Project evaluations from this workshop are included with personal comments. Names and addresses of the project participants are listed, and the document is illustrated with photographs. (IM)

ED 129 034

EC 091 334

Harrison, Susan B. Johnson, Merrill

Establishing Services for the Severely Handicapped in Public Schools.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-7893

Note—276p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Architectural Barriers, Curriculum Guides, Definitions, Delivery Systems, Educational Objectives, Exceptional Child Education, Handicapped Children, Individualized Instruction, Individualized Programs, Manuals, *Needs Assessment, Normalization (Handicapped), Parent School Relationship, Program Administration, Program Budgeting, *Program Guides, *Program Planning, Public Schools, *Regular Class Placement, Resource Guides, *Severely Handicapped, Staff Utilization, *Task Analysis

Provided is a manual compiled by the Southwest Regional Resource Center identifying and articulating the process steps required to establish services for severely handicapped children in a public school setting. Offered are seven planning elements (population baseline, appraisal resources, schools and physical facility resources, transportation, financial resources, staff resources, and community service resources); nine implementation elements (utilization and application of appraisal, student placement match, structure of instruction, staff utilization and implementation, instructional program methodology, program curricula, adaptation of facilities and equipment, parents, and evaluation); and three augmentation elements (distention, extension, and expansion). Each element is presented through the following format: the element is defined and delimited, the rationale for inclusion is stated, the component points are identified, the outcomes of the activities of the element are specified, a task analysis (the major portion of the element) is outlined, an inventory is provided in order to assess needs, and a bibliography of pertinent documents is included. Most elements also include supplementary material such as definitions of terms, forms, charts, case studies, and formats for workshops. (IM)

ED 129 035

EC 091 335

Cass, Michael, Comp. Schilit, Jeffrey, Comp. An Annotated Bibliography on the Severely and Profoundly Mentally Retarded.

Pub Date 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Behavior Change, Behavior Patterns, Books, Classical Conditioning, *Custodial Mentally Handicapped, Educational Programs, Environ-

mental Influences, Exceptional Child Education, Language Development, Mentally Handicapped, Motor Development, Music, Operant Conditioning, Parents, Physical Therapy, Play, Program Evaluation, Research Reviews (Publications), Residential Programs, Self Care Skills, Socialization, Student Evaluation, *Trainable Mentally Handicapped, Vision

Presented is an annotated bibliography with approximately 250 entries relating to the severely and profoundly retarded. Citations are listed alphabetically by author under the following categories: assessments, measurements, evaluations; associations; attending behavior; behavior modification; books; classical conditioning; cognitive development; education; environmental design; inappropriate behaviors; institutionalization/community placement; language (expressive, general, imitation learning/receptive, and instruction following/receptive); miscellaneous (definition, prevalence, climate, psychotherapy); motor performance; music; parents; physical therapy/sensory stimulation; play time/activity; programs/program assessment; reference material (A-Z); research; self-help skills (dressing, feeding, general, teeth-brushing, and toileting); self-injurious behavior; socialization (A-Z); stereotypic behavior; vision (assessment, discrimination); vocational education/habilitation; vomiting. Information for each entry usually includes author, title, source, publication date, page number, and a brief summary. (SBH)

ED 129 036 EC 091 336

Beery, Keith E.

Project Catalyst: Final Program Performance Report.

Institute for Independent Educational Research, San Rafael, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-71-0387

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Demonstration Projects, *Educational Programs, Exceptional Child Education, *Handicapped Children, Individualized Instruction, *Inservice Teacher Education, Interpersonal Relationship, Models, Principals, *Program Content, *Regular Class Placement, Student Adjustment, Student Teacher Relationship, Teachers

Identifiers—*Project Catalyst

Presented is the final performance report of Project Catalyst, a program designed to evolve a process in action to maximize skills, interpersonal relations and personal job satisfaction among principals, teachers and pupils (both handicapped and nonhandicapped) in mainstream settings. Covered in Section I, "Framework", are a statement of the problem, background and rationale for the project, goals and objectives, basic assumptions, process models, and process overviews. Section II "Procedures and Progress", follows the implementation of the program from the selection of ten schools through the 3 years of the program; and includes information on such procedures as surveys, meetings, workshops, and evaluations. Appended are such items as the Principal's Skill Scale, pupil and teacher ratings, rating results, and the diagram of the teaching-learning-caring matrix. (IM)

ED 129 037 EC 091 337

Miley, James F., Comp. And Others

Promising Practices: Teaching the Disadvantaged Gifted.

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date Mar 75

Note—64p.

Available from—Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001 (\$2.70)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cultural Differences, *Disadvantaged Youth, *Economically Disadvantaged, *Educational Needs, Elementary Secondary Education, Ethnic Groups, Exceptional Child Education, *Gifted, Minority Groups, *Teaching Methods

Intended for teachers, the document offers 10 articles on educating the disadvantaged gifted stu-

dent. Included are the following titles: "Four Promising Practices for Teaching Gifted Disadvantaged Students" (which describes a workshop with problem solving and creative expressive activities) by E. Paul Torrance; "Cultural Diversity and the Exceptional Child" with the "Asian Component" by H. Kitano, the "Black Component" by G. Smallwood and O. Taylor, the "Indian Component" by J. Kito and B. Lowe, and the "Spanish-speaking Component" by J. Aragon and L. Marquez; "Talented, But Timid?" (which deals with the gifted female student) by L. Runnels; "The Mathematically Precocious Female" by L. Fox; "The Culturally Different Gifted Child—the Dawning of His Day?" (which reviews definitions, identification procedures, program provisions, and available resources) by I. Sato; "Creativity and the Poverty Child" (which includes a list of insights gained from research on children from poverty cultures) by B. Mitchell; and "The Gifted and the Disadvantaged" (which discusses the need for development of identification procedures, programs, staff, an enriched learning environment, strategies for bilingual and multicultural education, appropriate guidance and other ancillary services, and financial resources) by A. Passow. (SBH)

ED 129 038 EC 091 338

Cottage Training Workshop. Annual Report for Year Ending June 30, 1976.

Tennessee State Dept. of Mental Health, Nashville. Div. of Mental Retardation.

Report No.—CH-75-1445

Pub Date 76

Grant—56-P-20580/4-01

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Custodial Mentally Handicapped, Demography, Exceptional Child Education, Individual Characteristics, Job Skills, Mentally Handicapped, *Prevocational Education, *Program Development, Program Planning, *Rehabilitation Programs, Residential Programs, *Sheltered Workshops, *Trainable Mentally Handicapped

Identifiers—Cottage Training Workshop, *Deinstitutionalization

Presented is the 1976 annual report of a project to prepare profoundly and severely retarded adults for sheltered employment, thus qualifying them for low-level group home placement. The history of the project is traced and program goals (such as refinement of toileting, dressing, and eating skills) are reported in chapter I. In chapter II, the 26 profoundly retarded clients served are described in terms of sex, IQ, institutional history, parent contact, and use of medication. Discussed in chapter III is the use of the Vocational Behaviors Observation Form in developing effective individual training strategies. In chapter IV on the teaching of benchmark tasks, clients' acquisition of tasks is correlated with demographic variables. Outlined in the final chapter are seven goals and activities (such as development of a training manual) planned for 1977. Among the charts and tables provided are the layout of the training college and demographic characteristics of the clients. (SBH)

ED 129 039 EC 091 339

Early Childhood Programs for the Severely Handicapped.

Coordinating Office for Regional Resource Centers, Lexington, Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 76

Contract—OEC-0-74-7894

Note—422p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Early Childhood Education, *Educational Diagnosis, Exceptional Child Education, *Identification, Individualized Programs, Inservice Programs, Parent Participation, *Program Descriptions, Publications, Public Relations, *Severely Handicapped, *Student Evaluation

Reference material obtained from responses to questionnaires is presented on 25 early childhood programs for severely handicapped children. Each program report consists of components which include a program abstract; program summary; identification and screening procedures; diagnostic procedures; prescriptive procedures; child progress evaluation; parent services; in-service programs; public awareness; and books, arti-

cles, and publications. Included are reports on the following programs: Chapel Hill Training-Outreach Project, Comprehensive Training Program for Infant and Young Cerebral Palsy Children, Demonstration Educational Services Centers for Severely Emotionally Disturbed Children and Youth, Demonstration Program for Severely Handicapped Children, Esperanza Para Nuestros Ninos, Georgia Center Network, Infant Program for Visually Impaired, Madison Alternative Zero Exclusion, Magnolia Preschool Program, Model Demonstration Program for Severely Handicapped Children and Youth, Model Education for the Severely Handicapped, Model Preschool Center for Handicapped Children, Parent Tape Training Program-Outreach Project, Parent Training Institute, Portage Project, Precise Early Education of Children with Handicaps, Program to Provide Services to Severely Handicapped Children and Youth, Programs Unlocking the Severely Handicapped, Project Memphis, Replication of an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years, Teaching Research Infant and Child Center, and Total Milieu Approach to Handicapped Infant Education. Among appended material are matrices of program resources for the profoundly retarded, severely retarded, severely emotionally disturbed, and multiply handicapped; lists of center developed products for identification and screening, diagnosis, prescription, and child progress evaluation; and information (such as director's name and mailing address) on additional programs providing services to preschool severely handicapped children. (SBH)

ED 129 040 EC 091 340

CORR/RRR Test Matrix: Individual Test Descriptions.

Coordinating Office for Regional Resource Centers, Lexington, Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-7894

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Achievement Tests, Criterion Referenced Tests, Diagnostic Tests, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Matrices, Nonverbal Tests, Preschool Education, Screening Tests, Standardized Tests, *Student Evaluation, *Test Reviews, Verbal Tests

Intended as a resource tool for teachers, the document provides information on 35 tests judged by professionals in the field of special education to be used most often by teachers of handicapped students. In part I, a test matrix is presented with six test descriptor dimensions (administrative, response mode, reference, content, emphasis, and category) which are broken down into 40 dimension descriptor terms (such as age/grade, time required, and type of handicapping condition). Each of the tests listed on the test matrix is also included in part II, which consists of a set of test descriptor forms. Forms provide such test information as title, publisher, copyright date, cost, number of levels and forms, description of subtests, estimated time in minutes, type of administrator, scoring, population test was designed for, test interpretation, technical aspects (such as test reliability and validity), and additional comments. Among the tests reviewed are the Adaptive Behavior Scale, Denver Developmental Screening Test, Devereaux Child Behavior Rating Scale, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary Test, Piers-Harris Children's Self Concept Scale, Slosson Intelligence Test, and the Wide Range Achievement Test. (SBH)

ED 129 041 EC 091 341

Preschool Test Matrix: Individual Test Descriptions.

Coordinating Office for Regional Resource Centers, Lexington, Ky.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 76

Contract—OEC-0-74-7894

Note—298p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Achievement Tests, Criterion Referenced Tests, Diagnostic Tests, Excep-

tional Child Education, *Handicapped Children, Matrices, Nonverbal Tests, Preschool Education, Screening Tests, Standardized Tests, *Student Evaluation, *Test Reviews, Verbal Tests

Provided via a text matrix and individual test descriptor sheets is information on 127 tests intended for evaluation of and educational prescription for preschool handicapped children. Brief sections explain the procedures used for selection of assessment devices and define each of the descriptor dimensions—type of assessment device, administrative information, response mode (verbal and nonverbal), reference (criterion and normative), content (such as auditory reception, motor development, and articulation), emphasis, and category of handicapping condition. A text matrix and a decision matrix are noted to offer the user a means of defining assessment needs and selecting the appropriate assessment tool. The bulk of the document consists of individual test descriptor sheets which include such information as title, publisher, copyright date, cost, number of levels and forms, description of subtests, estimated time in minutes, type of administrator, scoring, population test was designed for, test interpretation, technical aspects, (such as test reliability and validity) and additional comments. Among the tests reviewed are the Adaptive Behavior Scale, the Basic School Skills Inventory, Bender Motor Gestalt Test, Carolina Developmental Profile, Columbia Mental Maturity Scale, Denver Developmental Screening Test, Fairview Behavior Evaluation Battery for the Mentally Retarded, Kindergarten Evaluation of Learning Potential, Minnesota Preschool Scale, Purdue Perceptual Motor Survey, Screening Test for Academic Readiness, and Winterhaven Perceptual Forms Test. Also provided is an evaluation input form. (SBH)

ED 129 042 EC 091 482

Goffard, S. James And Others

Field Trials of Instruments Designed to Survey Problems in Schools.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—RP-WD-CA-75-18

Pub Date Aug 75

Grant—3-R01-MH-21708-01; 3-R01-MH-21708-02; 3-R01-MH-21708-0251

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Consultants, *Educational Problems, Educational Research, *Evaluation Methods, *Field Studies, *Mental Health, Needs Assessment, Questionnaires, *Research Projects, School Community Relationship, Student Problems, Student Teacher Relationship, Surveys

Reported is a field trial of instruments designed to identify problems in schools that may be treated by the joint effort of school personnel and mental health consultants to schools. Participants were 15 mental health consultants who attended a workshop and subsequently tried out the recommended procedures during the school year 1974 - 75, furnishing data and experiences from 20 different schools. Evaluated were the following instruments: The School Problem Area Survey—Staff, The School Problem Area Survey—Student (both of which are questionnaires), and The Demographic Information Form (a guide for an interview with a school principal). Presented in the text and in tabulated form are data on the schools and their reactions to the instruments, analysis of the data, and comparisons between observed and expected scores. Appended are items in the survey instruments (both student and staff forms) covering areas such as the following: school attractiveness, teacher-student relationships, school-community relationships, student problems, administrator problems, facility problems, and teacher problems. (IM)

ED 129 043 EC 091 483

Erickson, Joan Good

Social Relationships and Communication Interactions of Mainstreamed Communication Handicapped Preschool Children. A Pilot Study.

Pub Date Apr 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Communication Problems, Exceptional Child Research, *Language Hand-

icapped, Literature Reviews, Models, Peer Acceptance, *Peer Relationship, Preschool Education, *Regular Class Placement, *Social Adjustment, Sociometric Techniques, Student Teacher Relationship, Teacher Role, Verbal Communication

Investigated with five communication handicapped and four model (normal) children were communication patterns and friendship choices in a mainstreamed preschool setting. A review of literature revealed a controversy as to whether mainstreamed communication handicapped children receive appropriate verbal models and whether mainstreaming helps develop the social skills of the handicapped children. Scan sampling procedures were used to collect data over a 6-week period on potential social/communication interactions, and each child was seen individually for a sociometric investigation of positive and negative choices for playing with and talking to classmates. Results of the study of interactions indicated that teachers were doing the most talking and the handicapped children were being talked to the least by their peers. No patterns could be established through a comparison of the sociometric choices; however, the three most liked children were models. A focal study of one handicapped S indicated that she was more often talked to in comparison to initiating talking to others, that teachers and then normal children were the most frequent interactors, that the S usually did not respond verbally when talked to, and that the S interacted more with normal than handicapped classmates. Generally, intervention on the part of a teacher appeared necessary in order to develop interactions between mainstreamed handicapped and normal children, and there appeared to be a relationship between severity of the handicap and social acceptance. (IM)

ED 129 044 EC 091 570

Larson, Peggy Louise Melugin, Beverly

Arrahwannah

Politically Active Parent Groups of Handicapped Children: A Study in Participatory Democracy.

Pub Date Sep 74

Note—135p.; Master's Thesis, University of Oregon

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Change Agents, Democracy, *Educational Policy, Elementary Secondary Education, Exceptional Child Research, *Group Dynamics, *Handicapped Children, Interviews, Legislation, *Parent Associations, *Political Influences, Volunteers

Identifiers—*Oregon

Reported is a study to describe how 12 groups of parents of handicapped children in Oregon engage in political democracy; and to identify some of the organizational, strategic, and attitudinal factors which maintain and sustain the participatory process. In an introductory chapter on the purpose and scope of the study, it is noted that data is presented on local parent groups politically active in seeking to effect changes in educational policy for handicapped children. In a review of the literature (chapter II), sections cover the pros and cons of participatory democracy; typologies, structures, and functions of voluntary organizations; and parents' role in the determination of educational policy. Summarized in chapter III are the nature of special education, abuses of special education programs, professional organizations' responses to such problems, and the status of Oregon legislation regarding handicapped children. In chapter IV, the background of the parent groups is examined, and some general characteristics shared by all groups (such as spontaneous expression of feelings) are discussed. Presented in the chapter on data collection (chapter V) is information on methodology (a case study approach) and a synopsis of data from interviews with 36 group leaders and active members. Examined in chapters VI and VII are recurring organizational and strategic themes (in such areas as membership, leadership, and professionals' roles) and sustaining attitudinal themes (which include the areas of accomplishments, legitimacy, and idiosyncratic needs). In a final chapter, it is concluded that the groups studied seemed to work; that their political activities resulted in changes. Among appendices are an interview outline, information on five national parent organizations, and a list of groups interviewed. (SBH)

ED 129 045

EC 091 573

Hull, Forrest M. And Others

National Speech and Hearing Survey. Final Report.

Colorado State Univ., Ft. Collins.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—50978

Pub Date Mar 76

Grant—OEG-32-15-0050-5010(607)

Note—317p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Articulation (Speech), Auditory Tests, *Aurally Handicapped, *National Surveys, School Surveys, Speech Evaluation, *Speech Handicapped, Statistical Data, *Tables (Data), *Testing Programs

Identifiers—*Final Reports

Reported are the results of the National Speech and Hearing Survey conducted to estimate the prevalence of speech and hearing disorders in the public school populations, grades 1-12, in coterminous United States, and to obtain descriptive information about normal and abnormal speech and hearing behavior. Results of the survey, involving approximately 38,000 Ss, are presented in the first half of the document, primarily in tabular form (153 tables and nine figures). The second half of the document consists of appended material such as speech testing materials, data recording forms, and total sample and detailed tables of misarticulations and articulation deviations (182 tables in appendices). Findings included the following: the combined prevalence of speech disorders was 5.7%; the greatest number of Ss with moderate and extreme articulation deviations were found in the first grade, and the number decreased along with increased grade level; 2.6% of the Ss had hearing characteristics which were classified as impaired; hearing sensitivity improved with grade level; and females performed better than males in both speech and hearing. (IM)

ED 129 046 EC 091 578

Physically Handicapped—Social Emotional Adjustment/Personal Experiences. A Selective Bibliography. Exceptional Child Bibliography Series No. 628.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—24p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Elementary Secondary Education, *Emotional Adjustment, Exceptional Child Education, Exceptional Child Research, *Physically Handicapped, *Social Adjustment

Identifiers—*Personal Experiences

The annotated bibliography on Physically Handicapped—Social Emotional Adjustment/Personal Experiences contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1960 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

ED 129 047 88 EC 091 826

Understanding Child Maltreatment: Help and Hope. A Course of Study. (Pilot Edition).

Montgomery County Public Schools, Rockville, Md. Dept. of Supplementary Education and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—OEG-0-74-8806; OEG-00-75-03813

Note—568p.

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Abuse, *Child Welfare, *Curriculum Guides, Etiology, Exceptional Child Education, Family Problems, Historical Reviews, Individual Characteristics, *Inservice Education, Inservice Teacher Education, *Instructional Materials, *Prevention, Referral, Secondary Education, Social Problems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Maryland (Montgomery County), *Neglected Children, Project Protection

Intended for use in inservice teacher and professional education, as well as with secondary level students, the curriculum guide is designed as part of Project Protection to promote understanding of the individual and societal problems of child maltreatment in terms of prevention. The document contains six units which deal with the following aspects of child abuse and neglect: reasons for past and present maltreatment in the society; acts of physical and psychological neglect and abuse, physical and psychological manifestations of maltreatment, and child maltreatment as compared to acceptable child-rearing practices; the typically abusive or neglectful caretaker, characteristics of the vulnerable child, and ability to cope with stress as the key factor in the episode of child maltreatment; the psychodynamic dimension of child maltreatment in relation to both the child's and caretaker's conscious and unconscious reactions to stress; dysfunctions within society, the family, and the individual which could result in circumstantial, incidental, or intentional child maltreatment; and the variety of help available to both the caretaker and the maltreated child. It is noted that units may be taught separately in 5 to 10 days according to the needs and interests of students, or that all six units may be taught sequentially as a complete course of study. Each unit includes appropriate literature and supplementary instructional materials. The Montgomery County (Maryland) school system's current policy statement and reporting procedures for child abuse and neglect are also provided, as well as an annotated bibliography of selected literature for use at the professional level. (Author/SBH)

FL

ED 129 048

FL 006 572

Goodenough, Cheryl And Others

La perception des morphèmes grammaticaux chez les aphasiques (The Perception of Grammatical Morphemes in Aphasics). Montreal Working Papers in Linguistics, Vol. 2.

McGill Univ., Montreal (Quebec); Montreal Univ. (Quebec); Quebec Univ., Montreal.

Pub Date Sep 74

Note—11p.; In French

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjectives, *Aphasia, *Determiners (Languages), *Diagnostic Tests, Discourse Analysis, Function Words, Grammar, Language Handicapped, Language Research, *Morphemes, Morphology (Languages), Neurological Defects, Neurologically Handicapped, Perception Tests, *Psycholinguistics, *Semantics

Studies have indicated that agrammatical aphasics tend to better realize morphemes with a high level of semantic value. A study sought to examine the effect of the variation of the information content of the article on its comprehension by the aphasic. The appropriate and the significant nature of the function words "the" and "a" were varied with relation to the extralinguistic context to see whether these distinctions would be noted by the aphasic. Eighteen aphasics were studied: 4 Broca, 5 Wernicke, 5 mixed anterior, and 5 anomic. Three members of the laboratory staff served as a control. Drawings containing 3 figures, 2 sharing a color and 2 sharing a shape, were shown. A tape gave instructions, with 8 possibilities, to: "Press the/a/white/black/round/square one." The following conditions resulted: (1) inappropriate article plus definite adjective, (2) appropriate article plus non-definite adjective, (3) inappropriate article plus definite adjective, and (4) inappropriate

article plus non-definite adjective. It is concluded that articles are not normally informative in English, and therefore do not lend themselves to this type of analysis. Because English does not provide the means to vary systematically the informative content of the article, it was not possible to elicit correlated variation in responses. (AM)

ED 129 049

FL 007 161

King, Margaret

Generative Semantics.

Pub Date 76

Note—26p.; Course notes for a Tutorial on Computational Semantics given at the Institute for Semantic and Cognitive Studies in Castagnola, Switzerland

Available from—North Holland Press, 335 Jan van Galenstraat, P. O. Box 1270, Amsterdam, The Netherlands (available as part of "Computational Semantics")

Document Not Available from EDRS.

Descriptors—*Artificial Intelligence, Computational Linguistics, Deep Structure, *Generative Grammar, *Grammar, *Linguistic Theory, Logical Thinking, Phrase Structure, *Semantics, Syntax, *Transformational Generative Grammar, Transformations (Language), Transformation Theory (Language)

Identifiers—*Generative Semantics

The first section of this paper deals with the attempts within the framework of transformational grammar to make semantics a systematic part of linguistic description, and outlines the characteristics of the generative semantics position. The second section takes a critical look at generative semantics in its later manifestations, and makes a case against this position on the basis of its treatment of presupposition. The attempt to include presupposition, in a broad sense, in a grammatical system leads to a situation where grammar breaks down. It is possible to redefine grammar in such a way that it can correct tentative assumptions, but this would be the definition of a design criterion for an artificial intelligence (AI) system, in which the aim is to understand the sentence, and grammaticality is at best of secondary importance. A general conclusion is that the demand that grammar should take into account not only well-formedness and semantic acceptability but also all possible aspects of the context of use of a sentence renders the production of a grammar in a normal sense impossible; but it does provide an intelligible and coherent basis for work within the paradigm of artificial intelligence. (AM)

ED 129 050

FL 007 293

Nystrom, Astrid

The Teaching of French. Summary from Report No. 22.

National Swedish Board of Education, Stockholm.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Curriculum Development, *Data Analysis, Educational Administration, *Educational Assessment, Educational Planning, *Educational Research, *French, *Language Instruction, Language Proficiency, Language Skills, Language Tests, *National Surveys, Second Language Learning, Second Languages, Social Factors, Statistical Analysis, Teaching Methods

Identifiers—*Sweden

This is a summary of the Swedish national report on the 1970 and 1971 international investigations on French as a foreign language as taught in eight countries: England (including Wales), Chile, Scotland, the U.S.A., New Zealand, the Netherlands, Rumania, and Sweden. In the full report, data from the international analysis are used to highlight problems of specific interest to Sweden. The first part of the full report describes some of the findings of the international analyses, thereby giving the background to and the reasons for the work done on the French data in the Swedish analysis. The planning of the survey and the collecting of data are described, as well as the administration of the project at the national and international level. Results are given of some international analyses. For example, time spent studying French proved an important factor in explaining variance in achievement tests; geographic proximity to a French-speaking country did not. Factors considered in reference to Sweden include: conditions of instruction (or-

ganization, methods, atmosphere); social and sex-related factors; and length of time spent in studying French. From such a national analysis, valuable information can be had regarding differences between countries, and areas for possible study of French language teaching in other countries. (Author/AM)

ED 129 051

FL 007 582

Language and Culture: Heritage and Horizons. Reports of the Working Committees, Northeast Conference, 1976.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.

Pub Date 76

Note—209p.

Available from—Northeast Conference, Box 623, Middlebury, Vermont 05753 (\$4.00 plus postage. Prepaid orders avoid handling charges.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Culture, American History, Anglo Americans, Asian Americans, Biblical Literature, Class Activities, Classical Languages, Colonial History (United States), *Conference Reports, Cultural Activities, *Cultural Education, Cultural Factors, *Cultural Pluralism, Ethnic Distribution, Ethnic Grouping, Ethnic Groups, *Ethnic Origins, French, Geographic Distribution, German, Greek, Humanistic Education, Immigrants, Italian Americans, Jews, *Language Instruction, Latin, Learning Activities, Migration Patterns, Modern Languages, Polish Americans, Population Distribution, Population Growth, Spanish Speaking, Statistical Data, United States History

Identifiers—Northeast Conference 1976

This volume contains the reports of the working committees of the 1976 Northeast Conference on the Teaching of Foreign Languages. The introduction traces the patterns of immigration in North America from the colonial period to the twentieth century. Sections entitled Origins, Cultural Pluralism, and Contributions deal with the settlement patterns of the French-, Spanish-, and German-speaking; the struggle between the forces of assimilation and the desire for ethnic preservation; and the cultural contributions of these groups. A special section discusses the impact of classical culture in American culture and education. "Horizons" discusses directions for the future in multi-lingual and multi-cultural education. Finally, suggestions for classroom implementation provide a means of incorporating community ethnicity, popular culture, social studies, the press, cultural field trips, and ethnic literature in the classroom. Two papers read at the 1975 conference are included: "Retrospect and Prospect," by N. Brooks, and "Changing Goals for Foreign Language Education," by T. T. Grenda. The Conference Award Article for 1975 is "The Imaginative Use of Projected Visuals," by T. P. Carter. Contents of the Conference Reports from 1954-1975 are appended, as well as a list of Conference Officers and Directors for 1954-1976. (AM)

ED 129 052

FL 007 622

Grace, George W.

Linguistic Diversity in the Pacific: On the Sources of Diversity. Working Papers in Linguistics, Vol. 7, No. 3.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date 19 Aug 75

Note—8p.; Paper presented at the Pacific Science Congress (13th, Vancouver, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Dialects, *Dialect Studies, Dravidian Languages, Grammar, Indo European Languages, Kannada, Language Attitudes, *Language Variation, Linguistic Theory, Malayo Polynesian Languages, Marathi, Melanesian Languages, Mutual Intelligibility, Pidgins, *Regional Dialects, *Sociolinguistics, Urdu, Vocabulary

Identifiers—*Pacific Area Languages

The Pacific area is generally acknowledged to manifest great linguistic diversity. Such diversity is generally assumed to be dysfunctional, an obstacle to efficient functioning of society. Such diversity must, however, have its functions at least in the circumstances in which it arose. It is also generally assumed that such diversity is the result of a communication density too slight to permit uniformity to be maintained. However, in

numerous actual cases, feeble communication density seemingly cannot be the explanation for persistent diversity. Therefore two assumptions can be made: (1) an ongoing process of diversification led gradually to the present level of diversity, and (2) this diversification cannot reasonably be attributed to isolation. It can therefore be assumed that diversity itself may in some circumstances offer selective advantages. Only some very inconclusive suggestions concerning such advantages can be made at present. However, it also seems that different kinds of diversity should be distinguished, and that some may not be as onerous as has been assumed. (Author/AM)

ED 129 053 FL 007 691

Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.
Pub Date 75

Note—197p.; For related documents, see FL 007 692-693 and FL 007 697

Available from—Northeast Conference, Box 623, Middlebury, Vermont 05753 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Rating, *Conference Reports, Curriculum, Curriculum Design, *Educational Objectives, *Evaluation Methods, *Language Instruction, Language Skills, Language Teachers, Language Tests, Measurement Techniques, *Modern Language Curriculum, Modern Languages, Questionnaires, Second Language Learning, Teacher Role, *Teaching Styles, Testing

Identifiers—*Northeast Conference 1975

The 1975 Northeast Conference's Reports propose to help language teachers at every level define their goals, implement them, and help their students recognize their achievement of language skills. The three components explored in the Reports are curriculum, teaching styles and strategies, and evaluation techniques. These components should not be considered separately, however, and therefore are found combined and highlighted within the readings. Curriculum is examined in view of its essential role in the achievement of stated goals. The role of the teacher is examined in establishing goals and designing curriculum. The reports stress the importance of testing and evaluation in the wide sense of any information-gathering activity. Part one of the reports deals with the background, and part two with implementation, of these goals. Appendices contain outlines of general educational goals and student objectives; goals and sub-goals on levels 1-6; a culturally-oriented situational theme for the German, Italian, and Spanish class; and a questionnaire on FL testing. Articles and papers of the Northeast Conference Awards are: "Gladly Teche...and Gladly Lerne," by D. D. Walsh; and "Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange," by R. J. Elkins and others. (AM)

ED 129 054 FL 007 692

Goals Clarification: Background. Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.
Pub Date 75

Note—40p.; For related documents, see FL 007 691-693 and FL 007 697

Available from—Not available separately; see FL 007 691

Document Not Available from EDRS.

Descriptors—Aptitude Tests, *Conference Reports, Curriculum, Curriculum Design, *Educational Objectives, *Evaluation Methods, *Language Instruction, Language Teachers, Language Tests, Measurement Techniques, *Modern Language Curriculum, Second Language Learning, Standardized Tests, Teacher Role, *Teaching Styles, Testing

Identifiers—*Northeast Conference 1975

Part one of the Northeast Conference Reports for 1975 deals with the background of the three major components discussed in the reports: curriculum, teaching styles and strategies, and evaluation techniques in foreign language instruction. In the section on curriculum, the role of foreign languages in the curriculum is examined.

A historical background is provided, as well as reasons for a clarification of goals and a functional definition of curriculum. In a section on the role of the teacher, the problems surrounding goals in FL programs are discussed. In a section on measurement, a comprehensive survey is provided of testing and measurement techniques. (AM)

ED 129 055 FL 007 693

Goals Clarification: Implementation. Goals Clarification: Curriculum, Teaching, Evaluation. Reports of the Working Committees, Northeast Conference, 1975.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.
Pub Date 75

Note—122p.; For related documents, see FL 007 691-692 and FL 007 697

Available from—Not available separately; see FL 007 691

Document Not Available from EDRS.

Descriptors—Affective Tests, *Conference Reports, *Cultural Education, Curriculum, Curriculum Design, Diagnostic Tests, *Educational Objectives, *Evaluation Methods, *Language Instruction, Language Skills, *Language Tests, Listening Skills, Modern Language Curriculum, Modern Languages, Reading Skills, Second Language Learning, Speech Skills, Teaching Methods, Teaching Styles, Test Construction, Testing, Unit Plan, Writing Skills

Identifiers—*Northeast Conference 1975

Part two of the Northeast Conference Reports for 1975 deals with implementation of the ideas outlined in part one regarding curriculum, teaching and evaluation. Culture is discussed as it relates to the four language skills, at all levels, with a look at the planning and construction of a culturally oriented thematic unit. In addition, consideration is given to the teacher and teaching methodology. Particular reference is made to a variety of techniques for a variety of needs, specifically review sessions, exploratory programs, foreign language for travelers, and advanced levels. Finally, basic questions in the preparation of test questions are discussed, as well as various types of questions, including diagnostic versus global, tests of factual knowledge and cultural topics, and affective values tests. (AM)

ED 129 056 FL 007 717

Savignon, Sandra J.

Lecture on Communicative Competence. Lektors: Interdisciplinary Working Papers in Language Sciences, Vol. 1, No. 1.

Pub Date Apr 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiolingual Methods, *Classroom Games, *Communicative Competence (Languages), Educational Games, French, Higher Education, Language Fluency, *Language Instruction, Language Laboratories, Language Skills, *Language Tests, Oral Communication, Pattern Drills (Language), Secondary Education, *Second Language Learning, Speech Skills, *Teaching Methods, Testing, Verbal Ability, Verbal Tests

One of the main tenets of the audio-lingual theory which has dominated most of our thinking in foreign language teaching methodology for the last fifteen years is that students should never be put in the situation of having to say something for which they have not already learned the patterns. Is the language laboratory really useful, however, in developing communicative competence? A research project was carried out at the University of Illinois involving three beginning French classes. The control group had one hour a week in the language laboratory in addition to four classroom hours. The two experimental groups, E1 and E2, substituted other activities for the laboratory. E2 had free discussion in English of various aspects of French culture, while E1 had unstructured oral communication in French. At the end of the semester the students were given tests especially designed to evaluate their communicative competence. These tests were graded by native speakers of French who did not speak any English. The results of E1 were significantly better. The results on standardized tests which measure reading and listening skills were approximately the same for all groups. Some examples of ways to implement the communicative skills program are play-acting, role-playing, and games. (CFM)

ED 129 057 FL 007 743

Cowan, J. Ronayne. Sarned, Zohreh

Reading Performance of Bilingual Children According to Type of School and Home Language. Working Papers on Bilingualism, No. 11.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76

Note—42p.; For related documents, see FL 007 988-992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Bilingual Schools, *Bilingual Students, Cognitive Processes, Elementary Education, English, English (Second Language), Language of Instruction, Language Programs, Persian, *Psycholinguistics, *Reading Skills

Identifiers—*Immersion Programs, *Iran, Language Processing, Split Curriculum (Bilingual Programs)

This study examined bilingual children's performance in reading Persian and English at grades one, three and six. Two types of programs, one an immersion curriculum and the other a split curriculum where half the daily instruction is in one language and the remaining half is in the other, were compared with monolingual control groups. The results showed the bilingual children performing not quite as well as either of their monolingual peer groups, although the difference was more striking for Persian than for English children. A parallel processing theory of reading for bilinguals is proposed to account for the overall trend. (Author/CFM)

ED 129 058 FL 007 794

Watanabe, Kiyong

Japanese Complementizers. Studies in East Asian Syntax.

California Univ., Los Angeles. Dept. of Linguistics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 72

Grant—NSF-GS-3204

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Deep Structure, Descriptive Linguistics, Generative Grammar, Grammar, *Japanese, Language Patterns, Linguistic Theory, *Nominals, *Phrase Structure, Semantics, Sentence Diagramming, *Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Transformation Theory (Language), Verbs

Identifiers—Clauses, *Complementizers

This paper is concerned with the syntactic problems raised by the grammatical phenomenon in Japanese that is called here the "complementizer." In the types of sentences under consideration here, S2 is a nominal clause. Such a clause acts as a noun phrase adjunct to the verb in S1. The noun clauses in question are often followed by a postposition which shows their grammatical relation to the main verb. The remainder of the noun phrase is the "complementizer." The complementizer may include a head noun which the clause complements. Or it may include a formal noun which is grammatically a head noun but apparently without semantic contribution to the sentence. Or it may include "to" (iu). The paper stresses the importance of distinguishing between noun clauses and relative clauses when the surface structures are the same. The relationship of the complementizers "koto" and "to," "no" as a complementizer, the ga-weakening rule, copula adjustment, and Makino's critique of formal nouns are discussed. (CFM)

ED 129 059 FL 007 800

Holmstrand, Lars

English at the Junior Level.

National Swedish Board of Education, Stockholm.

Pub Date Nov 75

Note—29p.

Available from—National Board of Education, Bureau L3, S-106 42, Stockholm, Sweden

Journal Cit—School Research Newsletter; n13 Nov 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Curriculum Development, Educational Assessment, Educational Innovation,

Educational Planning, Educational Research, *Elementary Education, *English (Second Language), Fles, Instructional Materials, *Language Instruction, *Language Programs, *National Programs, *Program Descriptions, Testing.

Identifiers—*Sweden

Parallel to the implementation of the comprehensive school system in Sweden, English has become obligatory for all pupils and has acquired increasing prominence. This is a report on the EPAL (English at the junior level) project in Sweden, a project which can be compared to FLES in the U.S. and the French-teaching project in England. The general purpose of the project was to investigate the effects of early English teaching in comprehensive school, and particularly to study the effects of time schedules for English whereby instruction begins in the spring term of grade 1. Psycholinguistic arguments are cited in favor of the early teaching of foreign languages, as well as early experiments which also support elementary foreign language teaching. Due to such factors as proximity to Uppsala and availability of teachers and materials, the Vasteras school district was chosen for the experiment. One experimental and three control groups have been followed from grade 1 through 5. The next measurement will occur during the 1976 spring term, when the pupils will be in grade 6. Materials suitable to younger pupils were developed during the project, as well as group and individual tests. Conclusive results will have to await the analysis of the vast amount of data collected so far. (AM)

ED 129 060

FL 007 828

Thomas, Kathleen H.
Foreign Language "Think Tank" Symposium.

Pub Date 5 Apr 75

Note—10p.; Minutes of the Plenary Foreign Language "Think Tank" Symposium (Seminole Junior College, April 4-5, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Colleges, Conference Reports, *Educational Problems, Educational Radio, Individualized Instruction, Instructional Materials, Junior Colleges, *Language Enrollment, *Language Instruction, Language Teachers, Modern Language Curriculum, Relevance (Education), Second Language Learning, Student Attitudes, Student Motivation, Symposia, *Teacher Workshops, *Teaching Methods

At the Foreign Language "Think Tank" Symposium of April 1975, the following major problems of community college foreign language teachers were identified: (1) low enrollment; (2) attrition; (3) low achievers; (4) articulation with universities; and (5) lack of interest. Suggested solutions included: (Problem 1) advertisement, a foreign language requirement, relevance in the classroom; (Problem 2) more oral work, individualization, and courses geared towards nurses, police, and social workers; (Problem 3) individualization and re-examination of goals and objectives; and (Problem 5) stimulating interest through "Language Days," fairs, tutoring, awards, and scholarships. Problem 4 was found to be not really a problem. In addition to this discussion, a materials exchange produced books, cassettes, TV tapes, film, slides, and transparencies. A preview was also given of foreign language radio spot announcements. Finally, the following were discussed: university programs, the Florida Foreign Language Task Force, several trips, and a Language Day Fair at the Florida Technological University campus at Orlando. (AM)

ED 129 061

FL 007 892

Learning English a Different Way. Adult Education Series, No. 3. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—9p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Audiolingual Methods, Austro Asiatic Languages, *Cambodian, Communicative Competence (Languages), *English (Second Language), *Indochinese, Language Skills, Oral Communication, *Refugees, Second Language Learning, Teaching Methods, *Vietnamese

This brief article discusses, in English, Vietnamese, and Cambodian, the best method for Indochinese refugees in the U.S. to learn to speak and understand English fluently. The grammar-translation method is not recommended. Instead, audiolingual methods are stressed, as well as constant oral practice, either with a teacher or native speaker. Communication is emphasized as the primary goal. Suggestions for learning English include: daily practice; using English instead of relying on gestures; an ESL course as a good basis; and oral communication with Americans while learning. (AM)

ED 129 062

FL 007 893

A Bibliography of Reading Materials for Adult Students of English as a Second Language. Adult Education Series, No. 4. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—21p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, *English (Second Language), English for Special Purposes, *Indochinese, Literature Guides, Publications, *Reading Materials, Reading Skills, *Refugees, Secondary Education, *Textbooks, Vietnamese

This bibliography presents a selection of reading materials for adults and secondary students who are studying English as a Second Language. There is a great variety of reading texts and supplementary readers that have been specifically designed for ESL students, or that are easily adaptable to their needs. Readers have been developed for students at all levels of English language ability, and they treat a very wide range of topics to suit almost any interest. These materials will help language students at all levels develop their skills in English, and they will also offer them interesting and enjoyable reading. Several varieties of ESL reading materials are presented: textbooks for teaching reading skills; supplementary texts; structured readers; and readers for special purposes or subject areas. (Author/AM)

ED 129 063

FL 007 894

Recreational Reading in Vietnamese. Adult Education Series, No. 5. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—12p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, *Indochinese, Library Collections, Literature Guides, Nonfiction, Novels, Poetry, Publications, *Reading Materials, *Refugees, Short Stories, *Vietnamese

This is a guide to recreational reading in Vietnamese. Instructions are given for inter-library loans involving libraries throughout the U.S. The bibliography is organized under the following categories: (1) general interest; (2) history; (3) culture; (4) poetry; (5) short stories; (6) novels. Following each annotation, a notation is given to indicate the availability of the book. A few miscellaneous publications available through a French publisher are also cited. (AM)

ED 129 064

FL 007 928

Lamberts, Frances
Document Characteristics and Typographic Requirements in the Language Sciences. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CALLINCS-69-17

Pub Date Nov 71

Grant—NSF-GN-771

Note—98p.; Some tables may be marginally legible

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bibliographic Citations, Bibliographies, Foreign Language Periodicals, Graphic Arts, Information Dissemination, *Information

Networks, Information Science, Information Services, *Information Sources, *Information Systems, *Language Research, *Linguistics, *Periodicals, Research Reviews (Publications) Identifiers—Character Set, *Language Sciences, Transliteration, Typography

A determination of the bibliographic and graphic characteristics of current research literature in the language sciences is essential to the design of an information system intended to offer primary and secondary publication services. The results of a comparative study of bibliographic practices in language sciences secondary publications are given in the first section. The second section discusses the general typographic aspects of primary journals in the language sciences. The requirements of the character set are considered in the third section. The final section describes some of the steps taken by the pilot project, Language Information Network and Clearinghouse System (LINCS), in the experimental development of an automated bibliographic publication service. The work contains a substantial number of tables and figures. (CFM)

ED 129 065

FL 007 935

Fasold, Ralph W.

Tense Marking in Black English. A Linguistic and Social Analysis. Urban Language Series, No. 8.

Center for Applied Linguistics, Arlington, Va.

Pub Date 72

Note—268p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$8.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—African American Studies, American English, Dialect Studies, Grammar, Language Research, *Language Variation, Linguistic Theory, Morphemes, Morphology (Languages), *Nonstandard Dialects, Phonology, Pronunciation, Sentence Structure, Social Factors, Sociolinguistics, *Structural Analysis, Syntax, *Urban Language, *Verbs

Identifiers—*Black English, *Tense Markings

In recent years a considerable amount of interest has developed in language variability and in the educational problems connected with it. This volume is a report of linguistic research on the variable language behavior in a community of American English speakers, specifically on some aspects of tense marking in Black English. The following topics are discussed: (1) the status of tense marking in Black English, (2) the unity of Black English, (3) correlation with social factors, and (4) application of variable rule theory. General section headings are: "Past Tense," "Present Tense," "Distributive 'be,'" "Grammatical and Phonological Variation," and "Correlation with Social Factors." A study of noun plural absence by Carolyn Kessler is appended, as well as a sample questionnaire and a list of speakers. (AM)

ED 129 066

FL 007 951

Brod, Richard I.

Survey of Foreign Language Course Registrations and Student Contact Hours in Institutions of Higher Education, Fall 1972 and Summer 1973. Final Report.

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-2089

Pub Date Jun 74

Contract—OEC-0-72-2489

Note—101p.; For related document, see ED 062 837

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*College Language Programs, Enrollment Rate, French, German, Greek, *Higher Education, Italian, *Language Enrollment, *Language Instruction, Latin, Modern Languages, *National Surveys, Russian, *School Surveys, Second Language Learning, Second Languages, Spanish, Statistical Data, Student Enrollment, Uncommonly Taught Languages

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This report is based on a questionnaire survey of all two-year and four-year colleges in the United States listed in the 1972-73 "Education Directory" (Part 3, Higher Education). Registrars at 2,614 institutions replied to the questionnaire; 2,419 reported registrations in one or more

foreign languages. The fall 1972 survey shows a decline of 9.2% in total foreign language registrations between 1970, the year of the last previous investigation conducted by the MLA, and 1972. Registrations declined in French, German, Italian, Latin and Spanish, but increased slightly in Russian and significantly in Ancient Greek and a number of the so-called "other" or less commonly taught languages. Spanish continues to be the leading language in U.S. colleges, having displaced French from this position in 1970. The totals for summer 1973 show an estimated decline of 11.6% from the overall total of foreign language registrations recorded in the summer of 1971. The report consists of an introduction, 24 tables, and an institutional directory. The tables present summary data, by region and state, for the seven most commonly taught languages and for the aggregate of "other" languages, as well as detailed comparative figures from surveys undertaken in 1960, 1968 and 1970. (CHK)

ED 129 067 FL 007 957
Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese. General Information Series, No. 13. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.
Pub Date 76
Note—25p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awareness, *Cultural Differences, Cultural Traits, Culture Conflict, *Culture Contact, *Guides, *Indochinese, *Refugees, Social Characteristics, Social Values, Sociocultural Patterns, *Vietnamese

Identifiers—*Vietnam
This guide is essentially designed to help the reader answer for himself the question: What are the Vietnamese like? It will prove useful to sponsors, teachers, other education officials, workers in voluntary agencies and those in state and federal agencies dealing with Vietnamese refugees. The refugees now live in a society which is almost diametrically the opposite of their own. Cross cultural misunderstandings and conflicts are bound to occur. This report discusses the following traits which appear to be common to the Vietnamese people: industriousness, a love of learning, humanism, a desire for harmony, a pluralistic approach to life, a need for a sense of permanence, and a lack of a spirit of unity. These traits are compared with some typically American cultural traits. (CFM)

ED 129 068 FL 007 958
English Lessons for Refugee Adults - A Guide for Volunteers, Tutors and Teachers. Adult Education Series, No. 6. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.
Pub Date [76]
Note—48p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, Annotated Bibliographies, *English (Second Language), Individual Instruction, *Indochinese, Instructional Materials, *Language Instruction, Lesson Plans, Pronunciation, *Refugees, Second Language Learning, *Teaching Guides, Teaching Methods, Tutoring, Vocabulary

This guide for tutors and teachers dealing with adult Indochinese refugees learning English provides guidelines for materials selection and use, and for making language lessons maximally effective and interesting for the refugee. As an introduction, background information is provided on the refugee's attitudes towards learning English. This is followed by suggestions on practical matters such as time and place of lessons. A section on teaching materials discusses ESL materials and how to use them in lessons. A section on teaching methods covers lesson preparation and teaching; pronunciation, and homework. The following special problems are discussed: illiteracy, insistence on grammar, desire to learn without a teacher's help, tapes, desire to continue past the survival course, and desire not to continue. One

section is devoted to teaching classes as opposed to tutoring. Finally, a brief bibliography of ESL texts, teaching aids, and information sources is provided. (AM)

ED 129 069 FL 007 959
Detailed Content of the Vietnamese Secondary Curriculum. Intermediate/Secondary Education Series, No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.
Pub Date 76
Note—72p.

Available from—the five Bilingual Resource Centers in Brooklyn, New York; Arlington Heights, Illinois; Lafayette, Louisiana; San Diego, California; and Berkeley, California (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Course Content, Course Descriptions, *Curriculum Guides, *High School Curriculum, *Indochinese, *Refugees, *Secondary Education, *Vietnamese

Identifiers—*Vietnam

This guide furnishes a detailed account of the basic characteristics of the Vietnamese "regular" high school curriculum and system. The regular high school is one of the three main kinds of high schools in Vietnam. Knowing the exact content of the subjects that students took in Viet-Nam will help teachers and administrators in placing Vietnamese high school students and in formulating the new concepts and skills that these students will need to acquire. The regular high school has a seven-year program which is divided into two cycles; the first cycle includes grades 6-9 and the second, grades 10-12. The subjects studied in the first cycle are Vietnamese, history, geography, civics education, foreign languages, physics, chemistry, mathematics, natural sciences, physical education, drawing, handicraft, home economics (for girls), and music. In the second cycle students must choose one of the following sections for specialization: (A) experimental sciences, (B) mathematics, (C) modern literature, and (D) classical literature. The curriculum for the second cycle consists of Vietnamese, history, geography, civic education, philosophy, first foreign languages, second foreign languages, classical languages, physics, chemistry, mathematics, natural sciences and physical education. Only Section D takes classical languages and does not take second foreign languages. No section studies Vietnamese in grade 12. (CFM)

ED 129 070 FL 007 960
Handbook for Staff Development Workshops in Indian Education.

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76
Grant—OEG007408972
Note—65p.

Available from—Indian Education Clearinghouse, Center for Applied Linguistics, 1611 North Kent St., Arlington, Va. 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Guides, *American Indians, Bilingual Teacher Aides, Bilingual Teachers, Educational Improvement, Educational Needs, Educational Quality, Equal Education, *Inservice Teacher Education, Instructional Staff, Minority Groups, *Program Development, Program Evaluation, Program Planning, Questionnaires, Resource Materials, *Staff Improvement, Teacher Aides, Teacher Education, Teacher Education Curriculum, Teacher Improvement, *Teacher Workshops

Identifiers—*American Indian Education, Staff Development

The concern of Indian communities for quality education and their insistence on community control of their schools makes school staff development vital. The strategy for staff development outlined in this handbook gives a community one way to make an instant response to staff needs. Workshops place school staff in a stronger position to work with students and communities and their educational problems. Nine chapters cover the following topics: (1) Why a workshop for staff development in Indian education is needed—advantages and alternatives; (2) Planning, establishing needs, objectives, format, proposal and budget; (3) Site selection; (4) Participant selection—qualifications, workshop continuity, application procedures; (5) Selecting the staff—types of staff, qualifications, resident and visiting

staff; (6) Workshop content: language and language arts; Indian culture and education; curriculum and materials development; enrichment areas; place of linguistics in workshop curriculum; (7) Workshop schedule; (8) Resource materials; and (9) Evaluating the workshop. Appendices furnish information on interest groups and resource centers, questionnaires for workshop evaluation, and guidelines for preparation and certification of teachers of bilingual/bicultural education. (CHK)

ED 129 071 FL 007 961
Paulston, Christina B.

Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper. CAL-ERIC/CLL Series on Languages and Linguistics, No. 39.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 76

Note—31p.
Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, Bilingual Education, *Educational Trends, *English (Second Language), *Language Instruction, Psycholinguistics, Second Language Learning, *State of the Art Reviews, Teacher Education, *Teaching Methods, Ten1

This report, prepared for the September 1975 UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, examines major achievements and recent trends of second language teaching in the United States. English is learned as a second language for several purposes - as a cultural acquisition, for specific functional purposes, for interpersonal purposes, or in bilingual education. Teaching methods must consider the particular needs of the learner. The major recent developments in ESL have been in bilingual education. Research on ESL in adult education is increasing. Some major academic contributions to the teaching of Standard English as a Second Dialect to American Blacks are noted. Several trends are discussed: (1) Linguistics and language teaching: transformational generative grammar as an influence has been superseded by sociolinguistics. (2) Psychology and language teaching: the emphasis is on the reasons for learning and the meaningful use of language. (3) Language teaching pedagogy: cognitive code, with its emphasis on meaningful learning and careful analysis of linguistic structures, is recognized as the new trend. (4) Teacher training: certification in bilingual education/ESL is moving from linguistics departments to departments of education. (CHK)

ED 129 072 FL 007 979
Mandell, Gerry, Comp.

Spanish Language Film Catalog. Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 75

Note—315p.; Not available from EDRS because type is too small to be filmed adequately
Available from—Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.50)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Biculturalism, *Bilingual Education, Catalogs, *Filmographies, *Foreign Language Films, Indexes (Locators), *Instructional Films, *Instructional Materials, Resource Guides, *Spanish

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

The continued growth of bilingual, multicultural education is accompanied by the need for supplementary materials, including audiovisual teaching aids. This film catalog is an annotated listing of over 1900 Spanish language films. It is designed to provide teachers, teacher aides and librarians with a source guide for such films available for use in bilingual, bicultural classrooms. Film entries included cover subjects from Africa to zoology and range in interest level from

preschool to adult in almost every subject area. A subject index by title, with interest level indicated, is included. Entries are annotated and arranged alphabetically by the English title. Film entries are in three paragraphs. The first gives titles in English and Spanish; the second indicates grade level, color or black-and-white, length, year of release, producer and distributor. The third paragraph gives a short description of the film. Publishers and distributors are listed in a separate index. (CHK)

ED 129 073 FL 007 983
Berg, Sanford. *Campion, Douglas*

Toward a Model of Journal Economics in the Language Sciences. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CALLINCS-70-4

Pub Date Dec 71

Grant—NSF-GN-771

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, Citation Indexes, *Economic Research, *Language Research, *Marketing, *Periodicals, Printing, *Publishing Industry, *Scholarly Journals
Identifiers—*Language Sciences

This study outlines some considerations for an economic model of the scientific journal market. The model provides an explanation of journal market structure and the dynamics of market behavior, as well as a description of journal market development. Three types of periodicals are discussed: (1) primary, archival journals serving a current awareness function; (2) secondary journals abstracting and indexing primary literature; and (3) tertiary journals reviewing literature to evaluate the current state of knowledge. The organization of the primary journal market and the relationships of the participants are discussed. The cumulative nature of scientific research increases demand for scientific journals, as research builds on previous findings. Journals need financial subsidies from volunteer services and foundation and government grants. The criteria used to judge journals' performance are consumer satisfaction, allocative efficiency and innovative efficiency. A journal's functions are outlined: recording information, disseminating information, and adding to the prestige and recognition of scientists. Demand for journals derives from the suppliers of manuscripts, individuals, libraries and bibliographic services. The supply of journals depends on production costs, which are analyzed in detail. Factors specific to language science journals are discussed. The LINC program and the "Linguistic Bibliography" are noted as factors in information dissemination. Institutional cooperation in publishing would yield great scientific and economic benefits. (CHK)

ED 129 074 FL 007 984

Montgomery, Christine A.
Linguistics and Information Science. LINC Project Document Series.

Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC-2-71P

Pub Date Jul 71

Grant—NSF-GN-771

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Computational Linguistics, Information Retrieval, *Information Science, Information Storage, *Information Systems, *Language, Language Universals, *Linguistics, Linguistic Theory, Morphology (Languages), Semantics, Syntax

Identifiers—*Natural Language

The relationship between the disciplines of linguistics and information science has not yet been studied in depth. We must assess the state of our knowledge of natural language and determine how this knowledge is applicable within the context of an information system. The concept of a natural language information system can be specified in terms of the four components of acquisition, content analysis and representation, data management and information utilization.

Morphology provides information science with its safest entree into the exploration of natural language. Systems have also been set up for syntactic and semantic analysis and for combining the two. The most solid achievements in computational linguistics involve syntax. The construction of a natural language information system clearly is not a trivial undertaking, for we are attempting to build a device for "understanding" natural language text before we fully understand natural language. It must be a joint attack made by linguists and information scientists. The common interest of both linguists and automated language processing specialists in natural language could offset their divergent analytical approaches and make them aware of the necessity of mutual cooperation in language processing projects. It appears that information science has gone about as far as it can go without linguistics, and vice versa. (CFM)

ED 129 075 FL 007 988
Wode, Henning

Developmental Sequences in Naturalistic L2 Acquisition. Working Papers on Bilingualism, No. 11.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76

Note—32p.; For related documents, see FL 007 743 and 989-992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, *Child Language, English, English (Second Language), German, Grammar, *Language Development, Language Learning Levels, *Learning Processes, Negative Forms (Language), Phonology, Plurals, *Psycholinguistics, *Second Language Learning
Naturalistic second language (L2) acquisition (i.e., L2 acquisition without classroom instruction) does follow ordered developmental sequences. These L2 developmental sequences need not be completely identical to the respective first language (L1) sequences. The L2 sequences involve some utterances which on the surface match certain phenomena familiar from L1 developmental sequences. Other L2 structures have no surface parallel to L1 and seem to be based on prior L1 knowledge. Therefore, the view that there is one universal developmental sequence for the acquisition of a language irrespective of whether it is acquired as L1 or L2 is inaccurate. These developmental sequences differ according to the child's prior L1 knowledge. The major part of the data for this study derives from systematic longitudinal observations of children with German as L1 acquiring English as their L2, as well as children with English as L1 acquiring German as their L2. (Author/CFM)

ED 129 076 FL 007 989

Swain, Merrill. *And Others*

The Cloze Test as a Measure of Second Language Proficiency for Young Children.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76

Note—12p.; For related documents, see FL 007 743, 988 and 990-992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Bilingual Education, *Cloze Procedure, Formative Evaluation, *French, Intermediate Grades, Language Instruction, *Language Proficiency, Language Programs, *Language Tests, Measurement Techniques, *Second Language Learning, *Student Evaluation, Summative Evaluation, Test Selection, Test Validity

Identifiers—Immersion Programs, Ontario (Toronto)

This paper presents empirical data concerning the use of a cloze test as a measure of second language proficiency. Grade four students in their fifth year of a French immersion program were tested using both English and French cloze tests. Correlations between the cloze test and other language achievement measures were calculated for both languages and were found to be high. It is suggested that in summative evaluations, the

cloze technique provides a useful measure of overall second language proficiency with this age group, and that an error analysis of individual items yields valuable information for formative evaluations. (Author)

ED 129 077 FL 007 990

Bezanson, Keith A. *Hawkes, Nicolas*

Bilingual Reading Skills of Primary Schoolchildren in Ghana. Working Papers on Bilingualism, No. 11.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76

Note—32p.; For related documents, see FL 007 743, 988, 989, 991 and 992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*African Languages, *Bilingualism, *Bilingual Students, *English (Second Language), Language Fluency, Language of Instruction, Language Proficiency, Primary Education, Reading Development, *Reading Skills, *Second Language Learning, Second Languages, Verbal Development, Writing Skills
Identifiers—*Ghana

The medium of instruction in schools in most African countries is a second language (L2); less attention is focused on the first language (L1) at each successive level of formal schooling. Little attention, however, has been given in curriculum development and in research to the building up of the bilingual reading skills of children whose experience in the L2 is almost exclusively confined to its school use and whose L1 is relatively unavailable to them in its written form. A current theory of second language learning advances the thesis that reading and writing skills in L2 are dependent upon the attainment of oral proficiency in that language. The implication of this thesis is that superior reading and writing performance will be demonstrated in the language medium in which the child has gained the greater oral proficiency. This study examined this implication through an investigation of bilingual reading skills in Ghanaian primary schools. The results show that the nature of the child's bilingual experience, especially in the classroom, may be a far more important determinant of reading ability than the degree of oral proficiency attained, since the children in this study obtained similar mean reading scores in the two languages. (Author/CFM)

ED 129 078 FL 007 991

Swain, Merrill. *Burnaby, Barbara*

Personality Characteristics and Second Language Learning in Young Children: A Pilot Study. Working Papers on Bilingualism, No. 11.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76

Note—15p.; For related documents, see FL 007 743, 988-990 and 992

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*French, Individual Characteristics, *Language Instruction, Language Programs, Parent Attitudes, *Personality, Personality Studies, Personality Theories, *Primary Education, *Psycholinguistics, *Second Language Learning
Identifiers—*Immersion Programs

This study explores: (1) on the theoretical level, the relationship of certain personality characteristics to second language learning among young children; and (2) on the practical level, if the bases parents use for deciding whether to enroll their child in a second language program are well-founded. In their kindergarten year, 63 French immersion pupils and 68 pupils in the English program with French as a second language were rated by their teachers on nine personality characteristics. These scores were correlated with the children's French language achievement scores in kindergarten, grade one and grade two. The results indicate that two personality characteristics dominated the significant correlations for the French immersion group. The English program data showed a similar pattern but with fewer significant correlations. A t-test indicated that the immersion children were rated significantly higher than the other group on three

personality characteristics. Only one of these, however, correlated highly with French achievement and another appeared to have some negative effects. (Author)

ED 129 079 FL 007 992
Stevens, Peter

A Theoretical Model of the Language Learning/Teaching Process. Working Papers on Bilingualism, No. 11.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Aug 76
Note—25p.; For related documents, see FL 007 743 and 988-991

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, Curriculum Guides, *Educational Theories, Evaluation, *Language Instruction, Language Learning Levels, Language Teachers, *Learning Theories, Material Development, *Second Language Learning, Teacher Education, Teaching, Teaching Methods, *Teaching Models

The aim of this paper is to outline one approach to the study of language teaching by proposing a theory of its minimum elements. This model takes as its focus all of the circumstances in which a learner learns and a professional teacher teaches. The language teaching profession deals with many types of learners, teaching/learning conditions, aims, etc. Yet in another sense the language learning/language teaching process (LL/LT) is concerned with a single individual teacher, and with a particular set of surrounding circumstances. A theoretical study must attempt to provide a comprehensive way of understanding both the complete range of features which at once address and distinguish all learners and teachers and the particular features possessed by any specific learner and teacher. The twelve essential elements of the LL/LT process which are discussed are: policy and aims; administration and organization; relevant professional disciplines; choice of LL/LT types; teacher training; approach; pedagogy, methodology, instruction, and teaching; syllabus design; materials construction; constraints on LL/LT achievement; the learner; and evaluation. (Author/CFM)

ED 129 080 FL 007 999
Nakada, Seiichi

Remarks on Two Types of Causal Connectives in Japanese.

Pub Date 76
Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Deep Structure, *Descriptive Linguistics, *Form Classes (Languages), *Japanese, *Linguistic Theory, Semantics, Sentence Structure, *Syntax

Identifiers—Assertion (Language), *Causal Connectives, Presupposition (Language)
Two Japanese causal connectives, "kara" and "node," are often assumed by linguists to share many distributional similarities. This paper argues that they are in fact based on semantically or logically different assumptions. The paper reviews some past treatments of the connectives and suggests an alternative analysis in terms of the differences with respect to their logical structures involving assertion and presupposition. It is stated that "kara" occurs in a bisentential structure in which either: (1) S1 and S2 are both asserted where S2 contains some epistemic qualifier, or (2) only S1 is asserted and there is a related pseudocleft. However, "node" appears in a monosentential structure where S1 is presupposed such that if "p," then "q," and S2 asserted, with the speaker also presupposing that the hearer shares his presupposition. (CHK)

ED 129 081 FL 008 004
Rivero, Maria-Luisa

A Speech Act Analysis of Polite Verb-Forms in Romance.

Pub Date Apr 76
Note—27p.; Paper presented at the Linguistic Symposium on Romance Languages (6th, Ottawa, Ontario, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Form Classes (Languages), French, *Grammar, Intonation, Italian, Language Patterns, *Language Styles, *Language Usage,

Linguistic Theory, Morphology (Languages), Oral Communication, *Romance Languages, Romanian, Semantics, Spanish, *Speech, Structural Analysis, Syntax, *Verbs

Identifiers—Conditional Tense (Verbs), Illocutionary Acts, *Polite Structure, Pragmatics, Speech Acts

The properties of one of the structures of politeness in the romance languages, the deference system connected with the use of conditional tenses, are analyzed in this paper. Although only Spanish examples are given, the conclusions also apply to French, Italian and Roumanian. The first part of the paper analyzes politeness in relation to its applicability to different illocutionary acts together with the types of sentences that may express them; the second part relates the conclusions of the first part to linguistic theory. Politeness is possible only in those speech acts in which greater control is assigned to the hearer than the speaker, and where the hearer must do something. Therefore, assertions, commands or acts of granting permission cannot be uttered in the polite form, whereas making suggestions or giving advice can be. Sentences with performative verbs or intonation contours and conditional markers fit easily into a linguistic formal theory of semantics. The case of conveyed illocutionary forces is more problematic. This form of politeness is contextual or pragmatic. This separation into two areas, however, seems artificial, since the rules that have been considered seem to function in a similar way and under similar conditions whether "semantic" or "pragmatic." (CFM)

ED 129 082 FL 008 008

Stevick, Earl W.
Bambara Basic Course.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 63
Note—178p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*African Languages, Dyula, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Mende, *Pattern Drills (Language), *Second Language Learning, Textbooks

Identifiers—Bambara, Mali, Malinke, Maninka
This text is a preliminary version of a basic course in the Bambara language. It is one of a series of short basic courses in African languages. Tutors' instructions appear in both English and French. Sixteen units make up the text; each consists of pattern drills in English and Bambara on a particular point of grammar. (CHK)

ED 129 083 FL 008 009

Marin, Diego
El Orden de Los Adjetivos Múltiples en Español (The Sequence of Multiple Adjectives in Spanish).

Pub Date Apr 76
Note—23p.; Paper presented at the Linguistic Symposium on Romance Languages (6th, Montreal, April 1976); In Spanish

Journal Cit—Bulletin Real Academia Espanola

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjectives, Grammar, *Language Usage, *Semantics, *Sentence Structure, *Spanish, *Syntax, Vocabulary

While the prenominal or postnominal position of descriptive adjectives in Spanish has been widely discussed, there is a partial aspect of this topic which is either ignored or dealt with in a perfunctory manner, namely, the possible existence of a semantic principle determining the sequence of descriptive adjectives in coordinate series of two or more according to the qualities described. Such neglect is due to the apparent lack of order in the use of these adjectives. By compiling a considerable number of examples (1,645) from 28 contemporary Spanish writers, it has been possible to observe that the writers do tend to follow instinctively a certain order of priority, unless they wish to deviate from the usual practice for reasons of style or expressiveness. The main findings are: (1) adjectives of similar physical qualities tend to be presented with the most visible, apparent or common first; (2) with adjectives of dissimilar physical qualities, the aspect, shape or size tends to take precedence over other sense qualities; (3) with adjectives of abstract qualities, the tendency is to place the

most specific, or the negative, last; (4) when concrete and abstract qualities are combined, the former nearly always come first. (Author/CFM)

ED 129 084 FL 008 010

Bilingual Education Models.
New Mexico State Dept. of Education, Santa Fe.

Bilingual Teacher Training Unit.
Pub Date 76
Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, *Bilingual Schools, Bilingual Students, Cultural Pluralism, Educational Policy, Elementary Secondary Education, *English (Second Language), *Instructional Design, Language Instruction, *Language Programs, Non English Speaking, Second Language Learning

Identifiers—*Instructional Models, New Mexico

There is some disagreement among educators and theoreticians concerning the definition of bilingual education. The Department of Education of the State of New Mexico has set forth two plans designed to establish a clear position for any local school district in the matter of bilingual education. The first model, full acculturation, represents a transitional program which uses the child's language and culture as "conceptual bridges" for an all-English curriculum. This plan is not used to maintain and expand the home language or culture of the non-Anglo American community. The second model, language and cultural maintenance, has as its purpose the maintenance and further development of the non-English language and culture of the students. It offers a richer education for the English-speaking student, as well. The importance of community involvement is emphasized no matter which bilingual model is chosen. This report includes suggestions for curriculum components and four time and content models. (CFM)

ED 129 085 95 FL 008 011
Cronnell, Bruce

Spelling English as a Second Language. Professional Paper 33.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SWRL-PP-33
Pub Date 31 Oct 75

Contract—NE-C-00-3-0064
Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Consonants, English, *English (Second Language), Interference (Language Learning), Language Patterns, Lesson Plans, *Morphology (Languages), Nonstandard Dialects, *Phoneme Grapheme Correspondence, Phonology, *Spelling, *Spelling Instruction, Standard Spoken Usage, Vowels

The English spelling system and the teaching of English spelling are discussed in relation to students who are learning English as a second (or foreign) language. The systematic nature of English spelling is described and a brief summary is presented of sound-to-spelling correspondences and of other spelling rules. Specific difficulties which may cause problems for the learner of English are discussed, and teaching strategies are suggested; some sample spelling lessons are appended to the paper. (Author)

ED 129 086 FL 008 013
Sandberg, Karl C.

Feature Analysis and the Teaching of Reading.
Pub Date 23 Mar 76

Note—14p.; Paper presented at the Annual Symposium on Linguistics and Language (6th, Brigham Young Univ., March 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Applied Linguistics, Cognitive Processes, Memory, Psycholinguistics, Reading Ability, Reading Improvement, *Reading Instruction, *Reading Processes, *Reading Skills, *Reading Speed, Speed Reading, *Word Recognition

Identifiers—*Feature Analysis

The word-identification approach has long been the basis for teaching reading in both native and second languages. Recent work has a new approach, particularly that of Frank Smith, who developed a feature analysis model of reading. As we can identify letters in different configurations or before all the strokes are completed, so can

we identify words before all the letters are filled in, and comprehend sentences and paragraphs even if some words are left out. The process of reading consists of reducing uncertainty about a text by assigning the various configurations to mental or semantic categories established during the acquisition of language. Feature analysis is consistent with speed reading, as a person uses the redundancy of the text and finds predictive features to extract information from a text quickly. A project at the Macalester English Language Institute in 1975 used feature analysis to train Iranian students to develop English reading skills and speed by reading for specific letters or words, or to find answers to certain questions. Further research is suggested in: the affective domain of language learning, grammar and reading, and testing reading skills. (CHK)

ED 129 087 FL 008 015
Development of the SWRL English Language and Concepts Program for Spanish-Speaking Children (LCS).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NE-O-00-3-0064

Note—174p.; For related documents, see ED 093 910 and ED 119 496

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Students, Classroom Observation Techniques, *English (Second Language), Inservice Teacher Education, Instructional Materials, Language Instruction, *Language Programs, Language Tests, Material Development, *Program Descriptions, Program Development, *Program Evaluation, Second Language Learning, *Spanish Speaking, Student Evaluation, Student Placement

Identifiers—*SWRL English Language and Concepts Program

The English Language and Concepts Program for Spanish-Speaking Children (LCS) is designed to enable Spanish-speaking youngsters to succeed in the regular school classroom. This report presents detailed summaries of major studies in the LCS tryout and evaluation sequence. (1) LCS prototype tryout, 1969: Tryout is described, materials and procedures are identified and pupil test results presented. (2) LCS component tryout, 1970-71: 135 LCS lessons were tested, pupil and teacher feedback obtained and two variants evaluated. (3) LCS product tryout, 1971-72: Materials and procedures were tried; test results, teacher comments and pupil attendance records are presented. (4) LCS classroom observations, 1971-72: Observation procedures and data collected during the tryout are described; implications for revisions are discussed. (5) Development of LCS assessment measure, 1972: Design and construction of this measure are described. (6) Development of LCS placement procedures. (7) Follow-up of participants, 1973: Results indicate pupils' subsequent success in regular English classrooms. (8) Tryout of LCS training system, 1972-73: Reactions of trainers and teachers and later system revisions are described. (9) LCS quality assurance data, 1972-73: Summaries indicate high levels of LCS-instructed pupil performance. (10) LCS quality assurance data inquiry, 1973-74, confirms the program's effectiveness after commercial distribution. (CHK)

ED 129 088 FL 008 018
An Orientation to Bilingual Education in Texas: A Training Manual.

Texas Education Agency, Austin. Office of International and Bilingual Education.

Pub Date 76

Note—464p.

Available from—Division of Bilingual Education, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Educational Objectives, Educational Policy, Evaluation Methods, Higher Education, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Aids, Instructional Materials, Language Development, Language Instruction, Language Tests, Manuals, Orientation Materials, Reading Instruction, Second Language Learning,

Spanish Speaking, Student Teacher Relationship, Teacher Education, *Teacher Programs, *Teaching Guides, Teaching Methods

Identifiers—*Texas

The Texas Education Agency provides bilingual education/teacher training institutes and contracts with school districts, colleges, universities, education service centers and individuals to conduct these institutes throughout the state. This manual was developed as a guide or model for the implementation of the training institutes. The manual includes detailed instructions to the institute teachers for activities, procedures, materials and schedules appropriate for presentation of each unit. The following topics are covered: evaluation of children's language characteristics and problems, bilingual education materials, ways to improve parental involvement in the schools, oral language development in the child's first and second languages, reading in the child's first language, teacher-pupil interaction, and classroom management. An appendix contains task sheets, handouts and transparencies for institute participants. Various papers and articles detail institute learning objectives, board of education policies and procedures for bilingual education, components of a bilingual program, methods for student assessment, bilingual education instructional materials and strategies, and theories of language acquisition. (CHK)

ED 129 089 FL 008 019

Goldstein, Melvyn C., Ed.

Tibetan-English Dictionary of Modern Tibetan. Bibliotheca Himalayica, Series II, Vol. 9.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-70-2711

Note—1,234p.; Published by Ratna Pustak Bhandar, Kathmandu, Nepal

Available from—the East and West Shop, 4 Appleblossom Lane, Newtown, Connecticut 06470

Document Not Available from EDRS.

Descriptors—*Dictionaries, Grammar, Letters (Alphabet), Modern Languages, Reference Books, *Sino Tibetan Languages, *Tibetan, Uncommonly Taught Languages, *Vocabulary

Identifiers—National Defense Education Act Title VI, NDEA Title VI

Recent political events have triggered a revolution in the Tibetan language. The entrance of Tibet into the world arena of politics, science and technology has led to the creation of thousands of new lexical items in a relatively short period of time. Because of these changes, modern literary Tibetan is extremely difficult for non-Tibetans to read. To alleviate this situation a set of materials was produced to address the grammatical and lexical features of modern literary Tibetan. This dictionary represents the lexical dimension of those materials. It contains between 35,000 and 40,000 entries and includes items taken from all of the modern sources. Newspapers and magazines were two of the main sources used. The dictionary includes a grammatical commentary, a chart of the Tibetan alphabet, an explanation of how to use the dictionary, and a list of abbreviations. (Author/CFM)

ED 129 090 FL 008 023

Townsend, Richard G.

Bill 22 vs. "the English" -- A Case of Language Politics.

Pub Date Feb 76

Note—31p.; Prepared for presentation at Annual Conference for Comparative and International Education (Ontario Institute for Studies in Education, February 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, Bilingual Schools, Catholics, *Educational Legislation, Educational Policy, English, Ethnic Groups, *French, Immigrants, Language Attitudes, *Language of Instruction, Minority Groups, *Political Issues, *Political Power, Protestants, Religious Conflict, *Religious Cultural Groups

The political styles of various English-speaking groups are contrasted in their resistance to Quebec legislation which declares that French will be the priority language of instruction in the province. Individuals and ad hoc immigrant groups operate conflictively in a distributive arena; English Catholic laymen and school administrators function pragmatically in a regulatory arena; and an English Protestant peak associa-

tion challenges the redistributive aspects of the new legislation through judicial channels. Implications for the different approaches are suggested. (Author)

ED 129 091 FL 008 027

Dougherty, Janet W. D.

Error Types and Their Significance in Children's Responses in Elicitation Settings.

Pub Date May 76

Note—36p.; Paper presented at the Conference on Perspectives on Language (Louisville, Kentucky, May 7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Development, *Child Language, Children, Cognitive Tests, *Color, *Error Patterns, Identification Tests, Language Ability, Language Classification, *Language Development, Language Learning Levels, Language Patterns, Language Tests, Maturation, Semantics, Tests, *Vocabulary Development

The distribution of errors in children's responses in four elicitation tests of their color-naming abilities is explored with a view to clarifying states of ignorance. Subjects include 47 Polynesian children ranging in age from 2 to 12 years. The four experiments include a naming task, two identification tasks and a mapping task. Children are rank-ordered according to the number of basic color category-color term associations acquired and subdivided into three groups based upon this rank ordering. Their errors are classified as random, admissions of ignorance and other. The distribution of these error types across the groups differs significantly as determined by an analysis of variance. Admissions of ignorance and other errors remain fairly constant across groups while the tendency for random guessing which dominates a child's responses during his early development decreases markedly over time. It is suggested that children's ignorance at the earliest developmental stages can be characterized as "not knowing what one doesn't know." Ignorance is progressively qualified at subsequent stages by an increasing "awareness of what one doesn't know." (Author)

ED 129 092 FL 008 028

Training Manual, Bilingual (Bicultural) Education Training Institute.

Texas Education Agency, Austin. Office of International and Bilingual Education.

Pub Date Mar 74

Note—269p.; Not available in hard copy due to marginal legibility of original document.

Available from—Texas Education Agency, 201 East 11th, Austin, Texas 78701

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biculturalism, *Bilingual Education, *Bilingual Teachers, Elementary Secondary Education, English (Second Language), Higher Education, *Inservice Courses, *Inservice Teacher Education, Institutes (Training Programs), Instructional Materials, Language Instruction, *Lesson Plans, Manuals, Second Language Learning, Spanish Speaking, Teacher Education, Teacher Education Curriculum, Teacher Programs, Teaching Methods

Identifiers—*Texas

Bilingual legislation in Texas requires that the Texas Education Agency provide for Bilingual Education Teacher Training Institutes. This manual was developed to serve as a guide for the implementation of such institutes throughout the state. Each institute meets six hours a day for five days. A detailed outline is given in this manual for each of the five days. The topics to be discussed on each day are as follows: Day One: bilingual materials (Part I), parental and community involvement, and evaluation; Day Two: instruction in the child's first language; Day Three: second language methods and techniques; Day Four: culture and teacher pupil interaction; and Day Five: classroom management and materials (Part II). Appendix A contains samples of all of the participant handouts, such as articles on bilingualism by William Mackey, Rudolph Troike and Marguerite Smith; a materials list; sample lessons; evaluation forms; information on Spanish orthography; classroom terminology; etc. Appendix B consists of instructor references, such as the text of the Bilingual Education Act, information on instruction in the child's first language, the rationale for the culture component, and copies of

transparencies regarding materials, self-contained classrooms, teamed classrooms, etc. (CFM)

ED 129 093 FL 008 029

English Language Teaching Profile: Brazil.
British Council, London (England). English-
Teaching Information Centre.
Pub Date Jun 76
Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Language Programs, Developing Nations, *English (Second Language), English for Special Purposes, Foreign Countries, Higher Education, *Language Instruction, *Language Programs, *Language Teachers, Language Tests, *School Systems, Secondary Education, Second Language Learning, Social Status, Sociolinguistics, Teacher Education, Textbooks
Identifiers—*Brazil

This profile reviews the state of English language teaching in Brazil. In 1968 the Brazilian government launched major university reforms, and the situation is still fluid. Portuguese is the official language of Brazil and English is learned as a foreign language for international communication, occasionally as a medium of instruction, as a tool for study and academic and professional advancement, and for certain cultural, social and prestige purposes. The value of English as an acquired skill is enormous, and it is the most frequently taught foreign language. Hours of instruction and English examinations at various school levels are discussed. Textbook and syllabus choice, supervision and evaluation of teaching is largely left to schools and universities. Some courses in English for Special Purposes are taught. A few universities offer an M.A. in English. At both university and school levels teaching staffs are adequate in number but often unqualified in English teaching, although many teachers hold British or American certificates of proficiency in English. English and American textbook supply is adequate, although selection is not uniform. The most effective English teaching occurs outside the school system in the private sector. Private commercial language schools and British and American language centers flourish. (CHK)

ED 129 094 FL 008 030

Strothmann, F. W. Lohnes, Walter F. W.

Final Report of the Director on the Combined Second and Third Level National Defense Language Institute for Elementary and Secondary School Teachers of German Conducted by Stanford University at Bad Boll, Germany.

Stanford Univ., Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 63

Note—124p.; Appendices B-12 through B-14, B-16, and D-1 through D-4 are not included because they are not legible enough to be reproduced.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Area Studies, Elementary Secondary Education, *German, Higher Education, *In-service Teacher Education, Institutes (Training Programs), Intensive Language Courses, Language Instruction, Language Programs, *Language Teachers, Second Language Learning, *Study Abroad, *Summer Institutes, Teacher Education

This is the final report on the National Defense Language Institute conducted in Germany during the summer of 1963 for elementary and secondary school teachers of German. It is recommended that the program be repeated, with certain adjustments. The Institute held second- and third-level programs. It was concluded that the participants' teaching skills would improve due to greater linguistic proficiency, learning new classroom techniques and increased knowledge of Germany. The report is extensive, covering: publicity, participant application and selection procedures, demographic and academic information on participants, institute curriculum, instructional materials, activities, academic credit, housing, and a general outline and evaluation of the program. Appendices furnish publicity brochures and clippings, form letters, lists of participants and staff, program schedules, bibliographies of instructional materials used, certificates awarded and final test scores. (CHK)

ED 129 095 FL 008 031

Hocking, Elton And Others

Disordered Communication Processes Associated with Foreign Language Learning.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Dec 62

Contract—OEC-SAE-8408

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Audiolingual Methods, Auditory Discrimination, College Students, *Communication Problems, French, German, Higher Education, *Interference (Language Learning), *Language Research, Language Tests, *Learning Difficulties, Learning Processes, Predictive Ability (Testing), *Second Language Learning

It has been observed that some American students develop disorders of communication when learning a foreign language by the audiolingual method. Such disorders take various forms - "word deafness," articulatory defects and deviations in vocal quality. A project to study these phenomena began in 1959 at Purdue University. One study examined the relation between auditory discrimination abilities and learning French. Ninety-one students studying French for the first time were tested in successive semesters. Mimicry tests and sound discrimination tests were administered, and their relationship to learning French pronunciation analyzed. A second phase studied prediction of academic achievement in first-semester college German. Intellectual and non-intellectual data were used to predict success in German courses and use of a battery of variables gave accurate predictions at B, C, and D grade levels of success and for possible class placement. Abstracts of several articles and theses on the psychology of learning are included. They discuss effects of changes in presentation, differences in auditory discrimination values and characteristics and varying word associative latency on recall, memory and serial learning. (CHK)

ED 129 096 FL 008 032

Nuessel, Frank H., Jr.

Second Supplement to a Bibliography of Generative-Based Grammatical Analyses of Spanish.

Pub Date Aug 76

Note—17p.; For related documents, see ED 094

568 and ED 101 594

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Form Classes (Languages), *Generative Grammar, Grammar, Linguistics, Linguistic Theory, *Phonology, *Semantics, Sentence Structure, *Spanish, *Syntax, Transformation Generative Grammar

This is the second supplement to "A Bibliography of Generative-Based Grammatical Analyses of Spanish." It includes all available materials that have appeared since February of 1975. This bibliography contains two general divisions: phonology and syntax/semantics. Information regarding the location of reviews and abstracts is included in most of the 82 citations. (Author/CFM)

ED 129 097 FL 008 053

Bamgbose, Ayo, Ed.

Mother Tongue Education: The West African Experience.

Pub Date 76

Note—153p.

Available from—Hodder and Stoughton Ltd., St. Paul's House, Warwick Lane, London EC4P 4AH; The Unesco Press, 7 place de Fontenoy, 75700 Paris, France.

Document Not Available from EDRS.

Descriptors—African Culture, *African Languages, *Bilingual Education, *Educational Planning, French, Igbo, *Language of Instruction, *Language Planning, Mandingo, Mende, Multilingualism, Native Speakers, Portuguese, Regional Dialects, Sociolinguistics, Susu, Uncommonly Taught Languages, Wolof, Yoruba
Identifiers—*Africa (West), Mother Tongue, *Native Language Education

In the rapidly changing political, economic, and social life of West Africa, there is a renewed interest in cultural identity. This book describes the developments and the difficulties experienced by different West African countries in the use of mother tongues in multi-lingual society. The book was commissioned to give scholars, educators,

and policy-makers concerned with mother tongue education an account of developments in selected countries. Three broad areas are covered: (1) situations where the mother tongue has not yet been introduced into the formal school system but where preparations are being made; (2) situations where there has been a long tradition of mother tongue education; and (3) special projects. An introduction discusses the role of the mother tongue in education, with particular reference to West Africa. This is followed by a historical sketch of developments in mother tongue education. Contributions from Sierra Leone and Dahomey cover the first of the areas mentioned. Ghana's report covers the second area. The last two reports, from Nigeria, fall into the third category. Finally, two projects are described: the Six-Year Primary Project on the use of a major language as a medium of instruction and the Rivers Readers Project on the introduction of smaller languages into the formal school system. (Author/AM)

ED 129 098 FL 008 054

Offenberg, Robert M. Rodriguez-Acosta, Carlos

Title VII Bilingual Project "Let's Be Amigos":

Evaluation of the Sixth Year, 1974-1975.

Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jan 76

Grant—OEG-0-9-480089-3503

Note—70p.; For related documents, see ED 109 933, ED 102 817, and ED 083 306; Figures 3.1 and 3.2 are marginally legible

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Curriculum Evaluation, *Elementary Secondary Education, English (Second Language), Evaluation Methods, Language Instruction, *Language Programs, Preschool Education, *Program Evaluation, Second Language Learning, *Spanish Speaking

Identifiers—Elementary Secondary Education Act Title VII, English Dominant Students, ESEA Title VII, Pennsylvania (Philadelphia), Spanish Dominant Students

The Let's Be Amigos bilingual education program served over 2,000 students in 12 schools in Philadelphia. Model A provided bilingual education to English- and Spanish-dominant pupils in prekindergarten through Grade 6. Model B provided bilingual instruction to Spanish-dominant pupils in kindergarten through Grade 5. The AR-IBA component provided bilingual instruction to Spanish-dominant immigrant pupils in Grades 4 through 12. The program was generally well managed. It received support from principals of schools in which it was conducted. The program was effective in enhancing reading and language arts competencies of Spanish-dominant pupils. Longitudinal analysis of the reading performance in English of Spanish-dominant elementary school pupils showed that there was more growth in this skill than was observed with previously used evaluation techniques. Testing of high school AR-IBA pupils' reading performance in Spanish showed that it was poor, probably because many had several years of all-English instruction prior to participating in Let's Be Amigos. The high school AR-IBA component clearly enhanced the probability that tenth-grade Hispanic pupils would graduate from high school three years later. English-dominant Model A pupils' reading competencies are substantial, with sixth-grade pupils performing at the third-grade rural Puerto Rican norms. (Author/CFM)

ED 129 099 FL 008 055

Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jul 76

Contract—300-75-0329

Note—139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—American Indian Languages, *Bilingual Education, *Bilingualism, Chamorro, Cherokee, English (Second Language), Evaluation Criteria, Evaluation Methods, French, *Language Proficiency, Language Skills, *Lan-

guage Tests, Measurement Techniques, Navaho, Oral Communication, Papago, Portuguese, Samoan, Second Language Learning, Second Languages, Spanish, Speech Skills, *Standardized Tests, *Test Reviews, Tests, Verbal Tests

Identifiers—Crow, *Language Dominance, Marshallese, Miccosukee, Yup'ik

This publication represents the first attempt to address the problem of adequate evaluation processes for testing language dominance and proficiency in bilingual education. It is produced by individuals intimately acquainted with the fields of language testing and bilingual education. Issues in language testing as well as its history are discussed. Evaluation criteria are established for tests: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The following tests are described: 16 commercially available tests; 6 tests undergoing development or testing; and 2 tests used for experimental purposes. A final section provides a concise evaluation of these 24 tests according to the above-mentioned criteria. An appendix lists test development efforts in Chamorro, Cherokee, Crow, French, Marshallese, Miccosukee, Navaho, Papago, Samoan, and Yup'ik. (Author/AM)

ED 129 100

FL 008 087

Ekstrand, Lars Henric

Age and Length of Residence as Variables Related to the Adjustment of Migrant Children, with Special Reference to Second Language Learning.

Pub Date 75

Note—14p.; Paper presented at the International Association of Applied Linguistics (AILA) Congress (Stuttgart, 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, Child Language, Elementary Secondary Education, Intelligence Factors, *Language Instruction, Language Skills, Language Tests, Listening Comprehension, Migrant Child Education, *Migrant Children, Oral Communication, Pronunciation, Questionnaires, Reading Skills, *Second Language Learning, Sociolinguistics, *Student Adjustment, Transient Children, Writing Skills

Identifiers—*Length of Residence, *Sweden, Swedish

About 2,200 immigrant children in Sweden were studied by means of tests and teacher questionnaires. The children, representing 36 nationalities, were born outside Sweden and were distributed over the nine grades of the Swedish Comprehensive School. Various functional language skills in Swedish as a second language (L2), nonverbal intelligence and socio-emotional adjustment as measured by teacher opinions were studied as functions of age and length of residence. These two independent variables were found to be uncorrelated with each other and with a number of other background variables. All language variables were rather strongly related to age, and the F ratios were highly significant with one exception, Free Oral Production. The language variables were weakly or not at all related to length of residence, with the exception of Free Oral Production. The socio-emotional variables were not related to age, nor to length of residence. The pattern of nonverbal intelligence is inconsistent. As the relation of language to age is positive, i.e., L2 learning ability increases with age in the span of 7 - 17, and no optimum is found, it is suggested that the theoretical position of Penfield and Roberts, Lenneberg and others, which predict an optimum in L2 learning ability before puberty, is not tenable. (Author/AM)

ED 129 101

FL 008 089

Filimon, David J.

An American-Romanian Linguistic Connection: The State of the Art of TEFL in Romania.

Pub Date 14 Jun 76

Note—42p.; Paper presented at the Congress of the Romanian-American Academy of Arts and Sciences (1st, Berkeley, California, June 14-16, 1976); Tables 1 through 4 may reproduce poorly due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American English, *Contrastive Linguistics, *English (Second Language), Exchange Programs, Immigrants, *Language Instruction, *Language Proficiency, Language Tests, *Romanian, School Systems, Second Language Learning, Standardized Tests, Stu-

dent Exchange Programs, Teacher Exchange Programs, Test Results

Identifiers—British English, Michigan Test of English Language Proficiency, *Romania, *Romanian English Contrastive Analysis Project

This paper discusses in a general way the decline of use of the Romanian language among second and third-generation Romanian-Americans, and then it points to the state of the study of English as a foreign language in the Romanian Socialist Republic today. A brief review of the influence of British English in Romania is followed by: (1) a more detailed description of American linguistic influence upon the teaching of English as a foreign language, TEFL, in Romania as a result of exchange programs between the U.S. and Romania and the Romanian-English Contrastive Analysis Project, (RECAP), and (2) a report on the English language proficiency of 201 Romanian students of English who were tested with a standardized American EFL instrument in 1975 by the author. A schematic description of the educational system current in Romania is included in the appendix to the paper. (Author)

ED 129 102

FL 008 095

Mikkelsen, Gerald E.

Russian Language Study in Leningrad: the CIEE Semester Program.

Pub Date 75

Note—15p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Language Programs, Cultural Exchange, Culture Contact, Intercultural Programs, Interinstitutional Cooperation, International Programs, *Language Instruction, *Program Descriptions, *Program Evaluation, Program Improvement, *Russian, Second Language Learning, Slavic Languages, *Study Abroad

The CIEE Semester Advanced Russian Language Program for Americans at Leningrad State University is a 16-week program for thirty outstanding students with a minimum of three years' background in Russian. This report is addressed to American Slavists and to younger American students of Russian, and describes the purpose, history, and present state of the program. It also offers a critique, a proposal for improvement, and an argument for continuation. It is concluded that the program provides invaluable experience and tangible benefit to its participants, and is definitely worth saving and improving upon in the future. (Author/AM)

ED 129 103

FL 008 096

Foster, Joseph F.

Of Natural and Unnatural Dialect Differences: When the Standard Is the Deviant.

Pub Date 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Case (Grammar), *Dialects, English, *English Instruction, *Language Usage, *Nonstandard Dialects, Regional Dialects, Sociolinguistics, Standard Spoken Usage, *Syntax

Current research in linguistic typology shows some syntactic processes, such as rightward dislocation of modifiers, to be characteristic of certain types of languages, and that a language of that type without such processes is "unnatural" and likely to develop them. For instance, almost all languages with order Verb-Object (VO) have dislocation rules of the kind which relate these sentences: (1) We got a tape which did nothing but hum from the President. (2) We got a tape from the President which did nothing but hum. Sentence (2) is generally regarded as ungrammatical in Prescribed Standard English (PSE), but since all English dialects are SVO, the version of PSE which disallows (2) is typologically deviant and teachers pushing this dialect will rarely be successful. Other syntactic processes appear typologically neutral. In Standard Highland English (SHE), for instance, simple subject pronouns are nominative (I went fishing.), but all others, including conjoined subjects, are in the accusative (Me and him went fishing.) Neither type appears more natural to VO languages than the other, and teachers do meet with some success in this area. But the usual teaching technique concentrates on the case marking of subjects and promotes the spread of a hybrid dialect in which conjoined objects enter the nominative case. Teaching success may improve by making SHE

speakers more conscious of their own fundamental system, and then showing them how SE differs from it by ignoring conjunction altogether. (Author/KM)

ED 129 104

FL 008 098

Lebach, Susan M.

A Report on the Culver City Spanish Immersion Program in Its Third Year: Its Implications for Language and Subject Matter Acquisition, Language Use, and Attitudes.

Pub Date 74

Note—105p.; M.A. Thesis, University of California, Los Angeles

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, English, Language Arts, Language Attitudes, *Language Development, *Language Programs, Language Skills, Primary Education, *Program Evaluation, Reading Skills, *Second Language Learning, *Spanish, Speech Skills, Student Evaluation

Identifiers—California (Culver City), *Immersion Programs

In the fall of 1971, a Spanish immersion program was initiated in kindergarten at the Linwood Howe Elementary School in Culver City, California. The original (pilot) group was in grade 2 at the time of this study, which focused on the pilot group in grade 2 and the follow-up group at grade 1. The major questions examined were: (1) Are the students suffering a deficit in English oral and reading skills? (2) How are the students progressing in Spanish oral and reading skills? (3) Are the students achieving at grade level in a non-language subject matter, i.e., mathematics? (4) What are the attitudes of the participating students, teachers, and parents toward the Spanish immersion program? The findings indicate that the students are: (1) not suffering a deficit in English oral or reading skills; (2) progressing satisfactorily in Spanish oral and reading skills; (3) achieving at grade level in mathematics; (4) developing positive attitudes toward the Spanish language and culture, and toward foreign language learning in general. Both the immersion teachers and parents strongly supported the program and advocated its continuation. (Author/KM)

ED 129 105

FL 008 099

Thogmartin, Clyde

Age, Musical Talent, and Certain Psycholinguistic Abilities in Relation to Achievement in a FLES Course in Chinese.

Spons Agency—Iowa State Univ. of Science and Technology, Ames.

Pub Date 74

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, Chinese, Fles, *Language Ability, Language Proficiency, Mandarin Chinese, *Maturation, *Music, Pronunciation, *Psycholinguistics, *Second Language Learning, *Talent

A group of 18 children from 5 to 12 years old in a FLES course in Mandarin Chinese were graded by three native speakers on their ability to repeat Mandarin Chinese sentences with which they were already familiar and on their ability to produce appropriate sentences to describe posters used in the Chinese class. These grades in Chinese were correlated with the children's age in months and with their scores on two subtests of the Wing Standardized Test of Musical Intelligence and five subtests of the Illinois Test of Psycholinguistic Abilities. All correlations between age, musical talent and psycholinguistic abilities on the one hand and achievement in Chinese on the other were positive, but only correlations with certain of the subscales of the ITPA were statistically significant. The results suggest a positive relationship between psycholinguistic maturity and potential success in foreign language learning. (Author)

ED 129 106

FL 008 102

Ingram, D. E.

The Re-Education of Language Teachers for the Pluralist Society.

Pub Date 8 Jul 76

Note—31p.; Paper presented at the Conference of the South Pacific Association for Teacher Education (Brisbane, Australia, July 8-11, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Involvement, Cultural Education, *Cultural Pluralism, *Inservice Teacher Education, Language Attitudes, *Language Instruction, Language Proficiency, *Language Teachers, Native Speakers, Preservice Education, Psycholinguistics, Second Language Learning, Social Factors, Teacher Education, Teaching Methods, Teaching Skills, Uncommonly Taught Languages

Identifiers—*Australia

Coincidental changes in the perceived nature of Australian society and in the linguistic sciences are creating urgent needs for the re-education of Australian language teachers. Recognition of the pluralism of Australian society has highlighted the inappropriateness of the languages, objectives, and methods of traditional language teaching. Similarly, rapid changes in insights into the nature of language and of language learning are leaving the approaches common in the schools outdated and largely ineffectual. A recent study has shown, in fact, that this inefficiency and its concomitant low exit-point proficiency levels are the major cause of the recent decline in student numbers. These factors make the need for the continual re-education of language teachers of increasing urgency in order to provide teachers with facility in more appropriate languages, to enhance teacher proficiency in the existing languages, to update teachers' cultural understanding, and, from a rational understanding of the nature of language and of how it is learned, to increase teachers' methodological effectiveness. (Author)

ED 129 107 FL 008 103

Ingram, D. E.

Education for Pluralism; The Changing Role of Language Teaching in Australia.

Pub Date 23 Aug 76

Note—18p.; Paper presented at the Congress of the Applied Linguistics Association of Australia (Newcastle, Australia, August 23-25, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Communicative Competence (Languages), Community Involvement, *Cultural Pluralism, Educational Attitudes, *Language Attitudes, *Language Instruction, Language Planning, Learning Activities, Psycholinguistics, *Second Language Learning, Social Attitudes, Social Factors, Sociolinguistics, Teaching Methods

Identifiers—*Australia, Language Functions

Marked incongruity exists between the present language teaching system in Australia and the nation's social structure. Few of the languages spoken in the community by major ethnic groups are taught in the schools and little effect of the society's pluralism is evident in objectives and methods. Three causes of this situation are examined, and new roles for language teaching that will match social needs are discussed. One major goal emerges as the fostering of favorable cross-cultural attitudes. This leads to community involvement approaches to second language teaching and extends second language learning into the realm of personality development. Erikson's "identity crisis" and "intimacy crisis" and Freire's notion of "conscientization" are used to elucidate student needs and to suggest desirable approaches to methodology. Consideration of insights from modern linguistic and psycholinguistic studies leads to similar implications for teaching practice. In brief, students learn best through using the language in real and purposeful communication and cross-cultural attitudinal development necessitates interaction with native speakers. Such needs seem to be best catered for in community involvement activities as an integral and integrating part of a language course. (Author)

ED 129 108 FL 008 104

Ingram, D. E.

Learning through Use; A Projected Community-Based Course for Tertiary Students of French.

Pub Date 23 Aug 76

Note—18p.; Paper presented at the Congress of the Applied Linguistics Association of Australia (Newcastle, Australia, August 23-25, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communicative Competence (Languages), *Community Involvement, Course Descriptions, Cultural Education, *French, Grammar, Higher Education, Language Attitudes, *Language Instruction, Language Skills, *Learning Activities, *Second Language Learning, Teaching Methods, Vocabulary

Identifiers—*Language Functions

This paper outlines a community involvement approach to advanced second language teaching and exemplifies the practical outcomes of the arguments in the paper "Education for Pluralism—The Changing Role of Language Teaching in Australia". "Community involvement" plays an integral and integrating role and takes three forms, "extramural," formal and informal activities. Language development occurs through a self-directed grammar program, the teaching of language functions, discourse and cohesion, relevant registers, and practical use of the four macroskills. Attitudinal development is catered for through general culture learning; Social Studies; language games, reading and discussion focusing on attitudinal issues; and, especially, through community involvement. All these activities also involve major components that promote language development through meaningful use of the language. The learning strategies that are involved are outlined and the methods used to evaluate the program are referred to. The courses that utilize this approach are being developed at the Mount Gravatt College of Advanced Education, Brisbane, Australia. (Author)

ED 129 109 FL 008 105

Call, Mary Emily

The Importance of Grammatical Sequencing in Materials Adaptation and Development.

Pub Date 3 Mar 76

Note—13p.; Paper presented at the Teachers of English to Speakers of Other Languages Convention (New York, New York, March 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Applied Linguistics, Communicative Competence (Languages), Contrastive Linguistics, *Curriculum Guides, *English (Second Language), Error Patterns, *Grammar, Instructional Materials, *Language Instruction, Language Patterns, Linguistic Difficulty (Inherent), *Material Development, *Second Language Learning

Identifiers—*Pedagogical Grammars

This paper attempts to provide guidelines for writers who are preparing new materials as well as to offer suggestions to language teachers who must use prescribed texts. The basic assumption is that scientific grammars only describe the production of language by native speakers, while pedagogical grammars are sets of rules ordered in such a way as to most efficiently teach a non-native speaker to produce grammatical utterances in the target language. The paper deals with considerations that must be taken into account in sequencing the grammatical items and patterns chosen to be included in the pedagogical grammar. Frequency of use as well as difficulty for the learner will determine placement in the rule sequence. Several aspects of the problem of defining difficulty are presented along with information provided by contrastive analysis and error analysis. Additional considerations such as logical ordering, variety, re-entry (cycling), symmetry, and others are also discussed. (Author/AM)

ED 129 110 FL 008 109

Cowan, J. Ronayne

Toward a Psychological Theory of Interference in Second Language Acquisition.

Pub Date Jul 76

Note—20p.; Paper presented at the Conference on Second Language Learning and Teaching (State University of New York, July 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Perception, *Cognitive Processes, *Error Patterns, *Interference (Language Learning), Language Instruction, Language Research, *Learning Processes, Linguistic Competence, Linguistic Performance, Linguistic Theory, *Psycholinguistics, Reading Processes, *Second Language Learning

One of the several causal mechanisms for errors made by adult second language learners is interference from the native language. This paper attempts to account for the cognitive nature of interference by proposing two psycholinguistically based principles that will explain various types of production and perception errors made of second language learners. The operation of the principles is then documented with examples from three different language learning contexts: native speakers of English learning Hausa yes-no questions, Persians learning English nominal compounds and relative clauses, and native speakers of English learning to read German. (Author)

ED 129 111 FL 008 110

Hirvonen, Pekka

University Student Selection for Language Subjects: Verbal Reasoning Ability as a Criterion. Reports on University Student Selection for Language Subjects 1975. Reports from the Language Centre.

Jyväskylä Univ. (Finland).

Pub Date 76

Note—18p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Admission Criteria, *College Students, Higher Education, Language Ability, Language Instruction, Language Proficiency, *Language Tests, *Predictive Ability (Testing), *Second Language Learning, Student Evaluation, Student Placement, Testing Programs, Test Results, *Verbal Ability

Identifiers—*Verbal Reasoning Tests

The report reviews recent arguments for directing attention to suitability for a linguistic course of study. A first step in that direction, a Verbal Reasoning Test composed and tried out in the 1975 student selection for English, is described, and the results of this experiment, involving 1046 candidates, are given. The Verbal Reasoning Test is shown to have functioned efficiently and to have predicted success in the selection. The results suggest that the test enhances the discriminatory power of the entrance examination and adds to it a new dimension to supplement the academic achievement and language proficiency criteria used at present. There are also indications that the measure of suitability given by the verbal reasoning test is less dependent on the candidate's regional and school background than the other selection criteria are. The experimentation is to continue in the 1976 student selection for languages. (Author)

ED 129 112 FL 008 112

De Meo, Patricia P.

L'enseignement de la littérature vu par une étudiante américaine (Literature Instruction as Seen by an American Student).

Pub Date Oct 76

Note—12p.; In French; Paper presented at the International Congress of the Federation Internationale des Professeurs de Français (3rd, New Orleans, Louisiana, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Language Programs, Critical Reading, Cultural Education, *French, *French Literature, Language Instruction, *Learning Processes, *Literary Analysis, Literary Criticism, *Literature Appreciation, Literature Programs, *Teaching Methods, Textual Criticism

This paper discusses a student's view of the teaching of literature with respect to: (1) the nature of literature, and (2) the learning process. B. A. programs in French generally include courses designed to "cover" certain areas of literature. These courses involve, usually, "ex cathedra" lecturing, implying first that there is one "correct" interpretation of a given work which the professor imparts to the student, and secondly that learning is passive in nature; the student "receives" the "correct" interpretation. The implicit goal of literature study is thus to amass a body of knowledge. This paper suggests that learning is an active process and that works of literature acquire their meaning through the active participation of the reader; therefore, more extensive use of a Socratic approach to teaching would be more appropriate and beneficial. It is proposed as well that the goal of undergraduate literature study be that of helping students discover the methods of literary study rather than absorbing a sum of knowledge. Finally, the paper stresses the need for research in the area of teaching the foreign literature, a field largely neglected, and urges that consideration be given to fundamental questions of learning theory and theory of literature. (Author/AM)

ED 129 113 FL 008 131

Chinese Language Guide. Level I.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—86p.; Not available in hard copy due to marginal legibility of original document

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiolingual Skills, *Bilingual Education, *Chinese, Classroom Games, Educational Objectives, Elementary Education, *Instructional Materials, *Language Instruction, Language of Instruction, *Learning Activities, Second Language Learning, *Teaching Guides
This comprehensive Chinese language development guide for bilingual Chinese-English educators contains fifteen objectives along with related learning activities to be taught in the Chinese bilingual program. The guide emphasizes audio-lingual skill development and involves Chinese games, songs, foods, and holidays. (Author/AM)

ED 129 114 FL 008 132
Kindergarten Spanish Reading Criterion Referenced Test.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—28p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Criterion Referenced Tests, Decoding (Reading), Early Childhood Education, Early Reading, Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Primary Education, Reading Comprehension, *Reading Development, Reading Instruction, *Reading Tests, Second Language Learning, *Spanish, Teacher Developed Materials, *Teaching Guides, Vocabulary

This volume contains criterion referenced reading tests for 12 objectives to be mastered in a Spanish-English bilingual kindergarten. The emphasis is on encoding and decoding tasks, vocabulary development and reading comprehension. (AM)

ED 129 115 FL 008 133
Kindergarten Spanish Reading, Teacher's Manual.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—32p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Decoding (Reading), Early Reading, Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Learning Activities, *Primary Education, Reading Comprehension, *Reading Development, *Reading Instruction, Reading Materials, Reading Tests, Second Language Learning, *Spanish, Teacher Developed Materials, *Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English kindergarten teacher. Seventeen learning objectives which should be mastered are contained in the guide, along with learning activities and tests, although four of the tests are still being developed. The emphasis is on encoding and decoding tasks, vocabulary development and comprehension. (Author/AM)

ED 129 116 FL 008 134
First Grade Spanish Reading Criterion Referenced Test.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—35p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, *Criterion Referenced Tests, Decoding (Reading), Educational Objectives, Instructional Materials, Kindergarten, Language Instruction, Language Tests, Primary Education, Reading Comprehension, *Reading Development, Reading Instruction, *Reading Tests, Second Language Learning, *Spanish, Teacher Developed Materials, *Teaching Guides, Vocabulary

This volume contains criterion referenced reading tests for 22 objectives to be mastered in a Spanish-English bilingual First Grade. The emphasis is on encoding and decoding tasks, vocabulary development, and reading comprehension. (AM)

ED 129 117 FL 008 135

First Grade Spanish Reading, Teacher's Manual.
Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—44p.; Parts may be marginally legible due to blurred type

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Decoding (Reading), Educational Objectives, Instructional Materials, Language Instruction, Language of Instruction, Language Tests, *Primary Education, Reading Comprehension, *Reading Development, *Reading Instruction, Reading Tests, Second Language Learning, *Spanish, Teacher Developed Materials, *Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English first grade teacher. The guide contains twenty-seven objectives to be mastered, with the corresponding tests. The emphasis is on encoding, decoding, vocabulary, and comprehension. (AM)

ED 129 118 FL 008 136
Molina de Rosenberg, Francyn

Bay Area Bilingual Education League, Methodologies Institute.

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—26p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, *Bilingual Teachers, *Chinese, English (Second Language), *Inservice Teacher Education, Institutes (Training Programs), Native Speakers, *Spanish Speaking, *Summer Institutes, *Teacher Education, Workshops
Identifiers—BABEL, *Bay Area Bilingual Education League, California

The Bay Area Bilingual Education League (BABEL) is a merger of four districts concerned with bilingual education for Spanish-speaking, Chinese-speaking and English-speaking children. BABEL sponsored a Bilingual Methodologies Institute, designed to meet the needs of its teachers and teacher assistants in the classroom. The institute covered all aspects of bilingual education from individual subject matter to class management. The institute consisted of three major components: the elementary school, the secondary school, both of which focused on English/Spanish bilingual instruction, and a Chinese institute which focused on Chinese/English bilingual instruction. This booklet is a day-by-day summary of the activities of the institute. A brief evaluation of the institute as a whole is provided. A narrative description of the Chinese institute is also given, followed by: (1) a list of the workshops and consultants for that institute, (2) a list of participants in all the components, and (3) a brief description of the BABEL Auxiliary Bilingual Training Program for eleven bilingual/bicultural interns in a Master's program in audit and evaluation. (Author/CFM)

ED 129 119 FL 008 137
Cruz, Lupe

A Guide for the Bilingual Community Liaison.

Bay Area Bilingual Education League, Berkeley, Calif.; Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Pub Date [76]

Note—19p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$2.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Community Action, Community Coordination, *Community Involvement, Community Responsibility, Community Service Programs, Educational Planning, Ethnic Groups, *Parent School Relationship, Questionnaires, Resource Guides, *School Community Cooperation, *School Community Relationship, Social Responsibility

This is a comprehensive guide for a bilingual community liaison with educational institutions.

Questions discussed include the reasons for, the role of, and recommended steps for, a community liaison. A calendar of events is provided by the Bay Area Bilingual Education League and the Bilingual Alternatives for Secondary Teachers and Aides, two groups which have set up the bilingual community liaison position. Appendices contain a resource guide, a community assignment form, and a sample parent questionnaire. (Author/AM)

ED 129 120 FL 008 138
My Primer Libro de Palabras (My First Book of Words).

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date 76

Note—46p.; In Spanish.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, Calif. 94709 (\$2.70)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, *Instructional Materials, Language Programs, Language Skills, Phonetics, *Primary Education, *Reading Instruction, Reading Materials, *Spanish, Spanish Speaking, Textbooks, Visual Aids, Vocabulary, Writing

This book was written to facilitate the learning and teaching of phonetic and vocabulary skills important for the development of reading. The book uses the manipulative approach to the usage of words. Words are presented with corresponding pictures in order to enhance the child's comprehension. In addition to the words, the book includes a glossary to provide the teacher with the meanings of the words in English and example sentences in Spanish. (Author/CFM)

ED 129 121 FL 008 141
Baron, Naomi S.

The Acquisition of Indirect Reference: Functional Motivations for Continued Language Learning in Children.

Pub Date Jun 76

Note—27p.; Paper presented at the International Conference on the Psychology of Language (Stirling, Scotland, June 21-26, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Language, Cognitive Processes, *Language Development, Language Research, Learning Motivation, *Learning Processes, Preschool Children, *Psycholinguistics, Verbal Development, Verbal Learning, *Vocabulary Development

Identifiers—*Names

This paper explores the questions of how and why children learn names for things. The acquisition of reference is set within a broader discussion of linguistic representation, which defines language as a system functioning in a three-way relationship among the individual language user, the world of experience, and the social community. It is argued that the essential function of human language is to allow indirect (rather than direct) reference, and hypotheses are presented on how the child's motivation, his assumptions about what language is for, and his level of linguistic consciousness determine the role of indirect reference in children's learning of names. In an experiment eliciting indirect reference, four naming strategies were hypothesized: overgeneralization of a real (but incorrect) name, frustration, description, and made-up names. Twelve Ss between the ages of 3;1 and 4;4 were presented strange and novel items in picture and object contexts and asked to name those items once the stimuli were removed. The least mature Ss used mostly over-generalized names. More mature Ss showed some frustration and used both overgeneralization and description. The most mature Ss showed an increased number of descriptions and used made-up names as well. (Author/KM)

ED 129 122 FL 008 144
Aguirre, Adalberto, Jr.

Acceptability Judgements of Code-Switching Phrases by Chicanos: Some Preliminary Findings.

Spons Agency—Stanford Univ., Calif.

Pub Date [76]

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, Grammar, *Language Attitudes, Language Research, *Language Usage, *Mexican Americans, *Sociolinguistics, *Syntax

Identifiers—*Chicanos, *Code Switching (Language)

A brief report of some preliminary findings obtained from a sociolinguistics census of Chicano college students attending a university in Southwest Texas is presented. Findings reported deal with: (1) general patterns of language usage as reported by students, and (2) the students' evaluative responses to code-switching phrases controlled for syntactical constraints. In general, findings appear to support the notion that syntactic constraints do operate on code-switching; thus suggesting the existence of a code-switching grammar. (Author)

HE

ED 129 123 HE 007 062

Bournazos, Kimon
An Exploratory Study for MLK (Martin Luther King) Program Improvement. Preliminary Report.

Western Michigan Univ., Kalamazoo. Center for Educational Research.

Pub Date Aug 72

Note—39p.; For related document, see ED 119 532

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Choice, *College Environment, Curriculum, Disadvantaged Youth, Dormitories, Educational Assessment, *Higher Education, *Negro Students, Peer Relationship, *Student Attitudes, *Student College Relationship, Student Needs, Student Personnel Services, Student Teacher Relationship, Surveys, Tables (Data)

Identifiers—*Martin Luther King Program, Western Michigan University

A highly necessary step in the institution of programs for educating and preparing minority youth for the world is periodic evaluation to make certain that the quality of the program is at such a level that the needs of the participants are properly served. One hundred twenty-eight students answered a 44-item questionnaire concerning their attitudes on such matters as dormitory living, curriculum, orientation, community life, and interpersonal relationship. Eighty-six respondents were from an experimental group who participated in the Martin Luther King Program. The control group consisted of 42 black students who had not participated in any minority group programs at Western Michigan University. No attempt has been made to draw firm conclusions from the present data. (Author/KE)

ED 129 124 HE 007 616

Cowley, W. H.
Academic Government in Britain and the United States.

Pub Date 10 Apr 67

Note—15p.; Paper presented at a conference at the University of Lancaster (Lancaster, England, April 6-10, 1967)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Development, *Educational History, Educational Responsibility, *Foreign Countries, *Governance, *Higher Education, *Institutional Administration, Policy Formation

Identifiers—Great Britain

The nature, causes, and values of the methods of governing higher educational institutions in Great Britain and the United States are discussed. Types of governing bodies are considered in terms of hierarchical rank and membership, along with the external institutions, groups, and individuals influencing the decisions made by academic governors. Historical traditions and precedents in each country are reviewed and related to current practices in educational administration. The complexities of the American system are described. It is emphasized that those who influence, no less than those who control, higher educational institutions must be reckoned with as participants in their management. (LBH)

ED 129 125 HE 007 856

Rosenblatt, Aaron And Others

The Adelphi Experiment: Accelerating Social Work Education.

Council on Social Work Education, New York, N.Y.

Pub Date 76

Note—198p.

Available from—Council on Social Work Education, 345 East 46th Street, New York, New York 10017 (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Advanced Placement Programs, *Field Experience Programs, Graduate Students, Graduate Surveys, *Higher Education, *Masters Degrees, Professional Education, *Social Welfare, *Social Work, Social Workers, Student Adjustment, Student Evaluation, Summer Programs

Identifiers—*Adelphi University

The educational program adopted at Adelphi University School of Social Work provides students interested in obtaining the master's degree in social work with an opportunity to accelerate their professional education. As undergraduate students they can elect to major in social welfare, and if they do, some courses usually available only to graduate students will be open to them. They can also earn credits for their field work experience. Once they receive their baccalaureate degree, a number of them are admitted to the accelerated graduate program, which initially consists of enrollment in a summer session at the school of social work. At the completion of this program the students enter the school as second-year students. The accelerated students were found to catch up to the traditional students after the summer experience. Reports are included in this evaluation of changes in students' knowledge, values and skill; their educational background and practice skill one year after graduation; coping with their feelings of inferiority; and social constraints affecting the interpretation of the findings in evaluative studies. (LBH)

ED 129 126 HE 007 987

Report of the Committee on Governance. For Master Plan Phase IV.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.

Pub Date 6 Oct 75

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Advisory Committees, Affiliated Schools, College Administration, *College Cooperation, Community Colleges, Cooperative Planning, *Governance, *Governing Boards, *Higher Education, *Master Plans, Questionnaires, State Universities, *Statewide Planning, University Administration

Identifiers—*Illinois

The way in which colleges and universities in Illinois are affiliated with one another is examined. The report assesses current affiliations as well as recommendations for some changes. Data were gathered via oral testimony and questionnaires mailed to the chairmen of all public governing and coordinating boards, system executive officers, presidents of all public and private colleges and universities, chairpersons of advisory committees to the Board of Higher Education, and selected groups known to be interested in education in Illinois. On the basis of responses gathered, it appears that coordination and governance in Illinois are primarily a concern of the public institutions in the state and among these institutions more of a concern to universities than community colleges. Recommendations are made regarding the "system of systems" continuance and the roles of the Board of Higher Education and of system boards. (LBH)

ED 129 127 HE 008 066

Haywood, William T.

Student Financial Aid: True Costs! NACUBO Professional File, Vol. 8, No. 4

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 76

Note—7p.

Available from—NACUBO, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, Court Litigation, Educational Administration, *Educational Economics, *Educational Finance, Federal Aid, *Financial Support, Government Role, *Higher Education, Post Secondary Education, *Student Financial Aid, *Student Loan Programs

Identifiers—*Federal Regulation

Some of the hidden costs to higher education are examined through a look at a high budget

item: student financial aid. It has been noted in the past that among institutions operating at a deficit there was a distinct correlation between the size of the annual deficit and the institutions' appropriations for student aid. There is a philosophical concern in this cost formula that results from government intervention. Implications of this intervention are discussed. There is evidence that some institutions have become careless in their administration of federally-sponsored student aid programs, especially in collections, and all institutions are beginning to suffer. It is suggested that the regulations surrounding the administration of student aid programs not only have resulted in administrative reference that destroys diversity, but also have affected other areas of the postsecondary academic experience. Consideration is given to the effect of impoundments, accreditation powers, and court decisions influencing higher education. (LBH)

ED 129 128 HE 008 118

Roemer et al. v. Board of Public Works of Maryland et al. Appeal from the United States District Court for the District of Maryland.

Supreme Court of the U. S., Washington, D.C.

Pub Date 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Church Related Colleges, *Constitutional Law, Financial Support, *Higher Education, *Religious Education, *State Aid, State Legislation, *Supreme Court Litigation

Identifiers—*Maryland

In 1971, a Maryland statute was enacted authorizing payment of state funds to any private institution of higher learning, except those awarding only seminary or theological degrees. The aid is in the form of an annual fiscal year subsidy to qualifying colleges and universities, based upon the number of students, excluding those in seminary or theological academic programs. This suit was brought in District Court by four individual Maryland citizens and taxpayers, who challenged the statutory scheme as violative of the Establishment Clause of the First Amendment and claimed that appellees, four colleges affiliated with the Roman Catholic Church, were constitutionally ineligible for the state aid. The court found that, despite their formal affiliation, appellee colleges are not "pervasively sectarian." The court also found that aid was in fact extended only to the "secular side," and that state officials do not have to investigate particular classes to determine whether a school is indoctrinating its students under the guise of secular education. The Supreme Court affirmed this decision, concluding that the Maryland Act does not violate the Establishment Clause. (LBH)

ED 129 129 HE 008 122

The States and Higher Education. A Proud Past and a Vital Future. Supplement.

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Pub Date 76

Note—75p.

Available from—Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 (\$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Governance, *Governing Boards, *Higher Education, Organization, Private Colleges, Public Policy, State Aid, *State Boards of Education, State Colleges, *State Programs, State Standards, State Universities, *Statewide Planning

Identifiers—*1202 Commissions

Data collected by the Carnegie Foundation for the Advancement of Teaching as part of a commentary on the important role of the states in the support and development of higher education is presented. Topics are: (1) state funds for innovation, 1960-1975; (2) methods of assisting private institutions; (3) actual and potential controls over private institutions; (4) proposals to define areas of institutional independence and state control; (5) state 1202 commissions and their relations with other state boards; (6) state patterns of campus governance of senior institutions, state coordination, and association of the private sector to public policy; and (7) state organizational charts of public higher education. Statistical tables are also included. (Author/KE)

ED 129 130 HE 008 137

State Postsecondary Education Profiles Handbook. Report No. 88.

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—220p; Best available copy.

Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Directories, *Educational Coordination, *Governing Boards, Guides, *Higher Education, Master Plans, *Post Secondary Education, Private Colleges, Research Projects, *State Action, State Agencies, *State Programs, *Statewide Planning, Statistical Data, Vocational Education

This profiles handbook presents a narrative statement about the statewide postsecondary agencies that administer statewide programs and coordinate and plan for postsecondary education. A brief statistical section is also included as well as a listing of recent publications and studies underway in each of the states. This listing gives further information about the scope of activities conducted and the planning and policy issues that are of immediate concern. The information for each state includes the following: (1) state structure (state-level coordinating and/or governing agency, institutional governing boards, master planning, 1202 Commission, state student assistance and loan agencies, state board of vocational education, state level organization of private colleges, and licensure/approval agencies); (2) descriptive statistics (basic data, migration table, and enrollment table); (3) current publications and reports; and planned research studies and publications. (LBH)

ED 129 131 HE 008 140

Dolan, W. Patrick

The Ranking Game: The Power of the Academic Elite.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—121p.

Available from—Study Commission on Undergraduate Education and the Education of Teachers, University of Nebraska - Lincoln, 338 Andrews Hall, Lincoln, Nebraska 68508 (\$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Quality, *Educational Research, *Educational Status Comparison, *Evaluation, *Faculty Evaluation, Graduate Students, *Graduate Study, *Higher Education, Professional Education, School Surveys, Universities

This book reviews the Cartter and Rose Anderson reports on graduate education published by the American Council on Education (ACE) in 1966 and 1970, respectively. The author sets out three questions that require attention in looking at a process such as the ACE rankings: (1) who is evaluating whom? (2) what is being evaluated? and (3) for what purpose? A broad outline of the present context of judging educational goals and behavior is presented. The criteria for judging "quality of graduate faculty," described as scholarly competence and achievements, is examined. The studies themselves are examined, including their assumptions and methodology against this background as well as their rhetoric as it affects their claims and use. Some of the uses of the ACE rankings, within and without institutions of higher education, are discussed along with some alternatives to these two studies and their uses. (JMF)

ED 129 132 HE 008 169

Crow, Mary Lynn, Ed. And Others

Faculty Development Centers in Southern Universities.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—62p.

Available from—Undergraduate Education Reform Project, Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Alternatives, Educational Finance, *Educational Innovation, *Faculty Evaluation, *Higher Education, Inservice Programs, *Instructional Improvement, Instructional Media, Multimedia Instruction, State Universities, *Teacher Improvement, *Undergraduate Study

Identifiers—*Faculty Development Centers

The Southern Regional Education Board's Undergraduate Education Reform Project assists with the development of nontraditional approaches in undergraduate education throughout the South by helping institutions and state systems of higher education consider constructive changes within the context of their purposes, goals, and resources. This publication focuses on 11 campus faculty development centers in four-year institutions. Centers chosen for inclusion are those that have assigned staff, are funded at least in part by the institution, provide more than conventional media services, and have as their primary focus improving teaching effectiveness at the undergraduate level. The centers described are located at the University of Alabama at Birmingham, University of Florida, University of Kentucky, Appalachian State University, Memphis State University, University of Tennessee at Knoxville, University of Texas at Arlington, University of Texas at Austin, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. The growth of these centers may represent a trend toward translating the traditional institutional verbal commitment to teaching into formal arrangements and budgetary support for genuine and professional efforts to stimulate effective instruction. (LBH)

ED 129 133 HE 008 185

Higher Education Public Service Responsibilities in the Black Community.

Illinois Univ., Urbana. Inst. of Government and Public Affairs.

Pub Date 72

Note—211p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Affirmative Action, *Black Community, Community Involvement, *Community Service Programs, Community Surveys, *Higher Education, *Negro Education, *Negroes, Outreach Programs, Pilot Projects, *Public Facilities, *School Community Relationship, Vocational Education

Identifiers—Higher Education Act 1965 Title I, Illinois

The public service role (PSR) of the University of Illinois and Parkland College in the black community of Champaign-Urbana was studied in a project funded under Title I of the Higher Education Act of 1965, channeled through the Illinois Board of Higher Education. As a pilot project, PSR explored current public service efforts by higher education in the local black community, efforts being made by community service offices of other Illinois institutions of higher education, and, most importantly, local black community perception of current and future activities in the community. The results were obtained by a series of three surveys and a conference of local black community residents and black personnel at the two institutions. Some major findings were that: (1) the black community has a low level of familiarity with existing public service efforts of the two educational institutions; (2) an information center would be utilized by black community residents; (3) community and education leaders should work together to develop programs to meet community needs; and (4) the institutions should accelerate affirmative action programs to increase the number of jobs and job training programs for black community residents. (LBH)

ED 129 134 HE 008 187

Workshop on Interdisciplinary Education—Kentucky January Prototype. Proceedings (University of Kentucky, April 15-17, 1975).

Kentucky Univ., Lexington. Coll. of Allied Health Professions

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 17 Apr 75

Contract—BHR-231-75-0204

Note—137p; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Conference Reports, *Health Occupations Education, *Health Personnel, *Higher Education, *Interdisciplinary Approach, Program Evaluation, *Teamwork, Workshops

Identifiers—*Allied Health Professions, *Kentucky January Prototype

Participants were acquainted with the conceptual and operational details of interdisciplinary education in allied health as carried out in the Kentucky January Prototype. The program was developed in terms of the Health Team Model for the past four years, and has created a source of information on many facets of developing and programming interdisciplinary activities. Emphasis of the program was placed in two major generic areas: knowledge of the health-care environment and team experience. Representatives of 10 allied health units from across the country participated in the workshop. Attendee concerns relating to implementing a Kentucky January Prototype on their own campus centered on available money, scheduling problems, and in some instances ideology problems. Each participant was interested in working towards the implementation of such an effort on their own campus in spite of obstacles. Specific sections of the workshop report are devoted to program content, faculty development, student development, location coordinator development, evaluation methodology, bibliography of materials, and interdisciplinary references. (LBH)

ED 129 135 HE 008 194

Chapman, David And Others

Project Advance Evaluation. Series B 1974-75.

Syracuse Univ., N.Y. Center for Instructional Development.

Report No.—CID-R-10

Pub Date Jan 76

Note—236p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Academic Achievement, Admission (School), *Advanced Placement Programs, College Freshmen, *Cooperative Programs, *Credit Courses, *Higher Education, *High School Students, Instructional Programs, Program Evaluation, Seniors, Teacher Workshops

Identifiers—*Project Advance

Project Advance is a cooperative program between Syracuse University and New York State school districts. Selected courses, developed and implemented in the university by cooperating academic departments and the Center for Instructional Development, are piloted on campus and then offered for both high school and university credit in participating high schools as part of their regular school programs. Students are charged a modest overhead fee for the course and receive regular Syracuse University credit, which is widely transferable to other colleges and universities throughout the country. The courses are part of the regular teaching load of the high school teachers, who attend special university training workshops and seminars and teach the course under the supervision of university faculty. The grading standards for the course are identical both on and off campus. The project has expanded since its implementation in 1973 from 400 to 3,400 students in 58 schools. Conclusions are presented regarding: description of students; project helpfulness in college admissions; transfer of academic credit; academic achievement prediction; student expectations of college; enrollment and distribution of grades; and priorities of students, parents, and school personnel. (LBH)

ED 129 136 95 HE 008 197

Atlesck, Frank J. Gombert, Irene L.

Young Doctorate Faculty in Selected Science and Engineering Departments, 1975-1980. Higher Education Panel Reports, No. 30.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—38p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Rank (Professional), *Age, *College Faculty, *Doctoral Degrees, *Engineering, Faculty Recruitment, *Higher Education, Intellectual Disciplines, National Surveys, Questionnaires, *Science Departments, Statistical Surveys

Focus in this survey, conducted at the request of the National Science Foundation, is on young doctorate faculty (i.e., those receiving their Ph.D. in the last five years) employed full-time in science and engineering departments at Ph.D.-granting institutions. Questionnaire responses were obtained from 1,148 departments at 137 institutions. They indicate that the proportions of young faculty members have been declining over the past seven years and, in most fields, are estimated to continue to decline. The situation appears most critical in the fields of physics, biology, geology, mathematics, and mining and mineral engineering, physiology, and zoology. In all these fields, the proportions of young doctorates—either in 1975 or as estimated for 1980 or both—fall below what is regarded by most department heads as the most desirable proportion. Those department heads who expressed concern about the age imbalance within their faculties suggested a variety of means for increasing the proportion of young doctorates. Generally, however, they are not optimistic that these means will be adopted in the near future. (LBH)

ED 129 137 HE 008 212

Report of the Joint Vice Presidential Commission on the Freshman Year. Commissioned by the Vice President for Academic Affairs and Vice President for Student Affairs.

Kentucky Univ., Lexington.

Pub Date Jul 76

Note—105p.

Available from—Vice President for Academic Affairs, University of Kentucky, Lexington, Kentucky

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Admission (School), Advisory Committees, College Environment, *College Freshmen, Course Content, Cultural Enrichment, Faculty Advisors, *Higher Education, Recreational Programs, *School Orientation, *Student Recruitment, *Summer Programs

Identifiers—*University of Kentucky

The current status of the University of Kentucky freshman experience was examined in a comprehensive study as a basis for determining needed action. The study commission consisted of 59 representative students, faculty, and staff whose work was divided among four task groups: (1) Student Recruitment and Pre-Admissions Contact; (2) Summer Advising Conference and Other Orientation Programs; (3) Academic Offerings and Instruction; and (4) Campus Climate. Proposals for action are made regarding: preadmission information and student recruitment; the advising conferences; academic advising and information services; academic programs and course content; residential life; cultural enrichment and recreational programming; research on freshmen; and coordination and oversight responsibilities. (LBH)

ED 129 138 HE 008 215

Histories of American Colleges and Universities: A Bibliography.

Pub Date 76

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bibliographies, *Chronicles, *Educational History, *Higher Education, *History, *Information Sources, Primary Sources, Research Tools

The nearly 700 entries were compiled from bibliographies in several historical studies of higher education in America, as well as titles from second-hand dealer catalogs, from various library catalogs, and a personal collection of college histories. Each entry was verified by a second bibliographical source. The list is limited to historical studies, excluding memoirs of presidents, minutes of trustee meetings, student reminiscences, etc. Commemorative programs are included only when they contain lengthy addresses that are intentionally historical. The list is alphabetized by the name of the college or university, except for the first section of entries, which are studies of several schools or of multicampus systems. (LBH)

ED 129 139 HE 008 218

Howe, Christine G. Kubik, Jan B.

Update on a Higher Education Bibliography, 1976.

Pub Date 76

Note—12p.; For related document, see ED 074 998.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, Adult Education, *Bibliographies, *Books, Change Agents, Comparative Analysis, Curriculum, Educational Economics, Educational Finance, Educational History, Evaluation, Governance, *Higher Education, *Periodicals, Planning, Post Secondary Education, Research, Student Personnel Services, Teaching

Identifiers—*Higher Education as a Subject Field

This survey updates a 1970 study by Paul S. Reigel and Robert L. Bender. Two hundred fifty members of the Association for the Study of Higher Education listed ten titles they considered to be basic or current reading within their designated area of specialization and five journals and periodicals they felt were the most useful and informative about postsecondary education. Categories developed by Reigel and Bender are used. They are: Administration, adult education, teaching, postsecondary education, comparative higher education, curriculum, educational economics, educational finance, governance, change agents, educational history, planning, research, evaluation, and student personnel work. Results are reported in terms of rank order listing of the top most frequently recommended books in each category. (KE)

ED 129 140 HE 008 224

Holmer, Freeman

A Revised Budgeting System for the Oregon Department of Higher Education. NACUBO Professional File, Vol. 8, No. 3.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jun 76

Note—12p.

Available from—NACUBO, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, *Cost Effectiveness, Educational Finance, *Estimated Costs, *Higher Education, *Mathematical Models, Operating Expenses, *Resource Allocations, State Aid, State Boards of Education, Student Costs, Unit Costs

Identifiers—*Resource Allocation Acquisition Model

The Oregon Board of Higher Education approved a revision of its existing budgeting procedure, the result of nearly two years' work. The effort was undertaken because of deeply held concern about both the adequacy of the resources provided and the equity of the distribution of the available funds to the several institutions. It was determined that reliance on a student-teacher ratio or a cost-per-student basis as an exclusive measure for allocating/acquiring funds does not assure equity and that a line-item budget neither assures equity nor permits the administrative flexibility essential to a dynamic institution. A Resource Allocation/Acquisition Model was proposed that considers separately the sums for each of seven functions: instruction, nonsponsored research, extension and public services, libraries and museums (academic support), student services, operation and maintenance of the physical plant, and general institutional support. Implementation of the model and further analysis needs related to it are described. (LBH)

ED 129 141 HE 008 226

Stampen, Jacob

Patterns in Undergraduate Enrollment Growth Among State Colleges and Universities, 1969-1974.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Jul 76

Note—19p.

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 (\$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Demand, *Educational Finance, *Enrollment Trends, Family Income, *Higher Education, *Rural Urban Dif-

ferences, State Colleges, State Universities, Statistical Surveys, *Student Costs, Tuition, Urban Universities

Undergraduate enrollment patterns among state colleges and universities changed dramatically between 1969 and 1974, including large differences in enrollment growth between rural and urban institutions and among various regions of the country. Overall enrollment patterns reflected logical reactions of students and their parents to college financing problems. The cost of college attendance rose and large numbers of students chose lower-cost educational opportunities. This study, based on information from 247 state colleges and universities, also found that institutions that charged low tuitions but lost undergraduate enrollment were usually located in rural areas where per capita income was considerably below the statewide average. Few institutions in urban areas lost enrollment. No urban institution charging annual tuition and fees lower than \$200 in 1974 experienced an enrollment decline, whereas some charging over \$600 a year did. The fact that cost is playing an increasingly significant role in enrollment patterns is supported by census data on median family income increases. (Author/LBH)

ED 129 142 HE 008 227

Starwill, Benedict J. Heywood, Stanley J.

Evaluation of College and University Top Brass: The State of the Art, Status Report of AASCU Member Institutions.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Aug 76

Note—38p.

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 (\$1.25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Evaluation, *Chief Administrators, Committees, *Educational Administration, *Evaluation Criteria, *Evaluation Methods, *Higher Education, National Surveys, Personnel Evaluation, School Surveys, Tables (Data)

Chief administrators of 218 institutions throughout the U.S. and Guam were surveyed regarding the evaluation of college and university administrators. The need for administrative evaluation in higher education was addressed, along with the purposes of and processes for such evaluation. Recommendations and cautions are offered. If evaluation is to be used as a positive means of bringing about improvement of administrative action, the authors urge that the results of the evaluation should be treated in an organized, agreed-upon, confidential nature. The use of a review committee is recommended as the most favorable method for evaluating each echelon of the administrative hierarchy. A review committee composed of selective members representing all constituencies served by the administrator being evaluated appears to offer the most valid and reliable machinery for carrying out this complex task. (LBH)

ED 129 143 HE 008 228

Family Educational Rights and Privacy. HEW Publishes Final Rules for Implementing the "Buckley Amendment". NACUBO Special Report 76-4.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date 76

Note—24p.

Available from—NACUBO, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Rights, *Confidentiality, *Confidential Records, Constitutional Law, *Educational Legislation, *Family School Relationship, Federal Legislation, *Higher Education, *Student Records

Identifiers—*Buckley Amendment, Federal Regulation

The Department of Health, Education, and Welfare issued final regulations for implementing the Family Educational Rights and Privacy Act of 1974, as amended, which provides greater privacy safeguards to parents and students through the application of fair information practice. As a result of these HEW regulations, institutional policies and procedures must be formulated and implemented by all colleges and universities that receive federal funding under any programs for

which the U.S. Commissioner of Education has administrative responsibility. This special report includes three sets of materials: (1) highlights of specific requirements in the final regulations; (2) a reproduction of a portion of the final regulations; and (3) a reproduction of the Family Educational Rights and Privacy Act of 1974, as amended. (LBH)

ED 129 144 HE 008 229
Campus Statistics, Fall Quarter 1975 and Year 1974-1975.

California Univ., Berkeley. Office of Institutional Research.
 Pub Date Jun 76

Note—89p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, College Majors, *College Students, *Enrollment, Ethnic Distribution, Graduate Students, *Higher Education, Instructional Staff, *School Statistics, Statistical Data, *Statistical Surveys, *Student Characteristics, Tables (Data), University Extension
 Identifiers—*University of California Berkeley

Tabular data are presented on: campus enrollment summary; new, continuing, and returning students; full-time and part-time students; undergraduates by college or school and class level; major field of study; undergraduate and graduate students by department; students in the Education Abroad Program; home locality at time of admission; sources of new undergraduate students by type of transfer institutions; age; ethnic identity of students; instructional staff in teaching departments; and university extension. (LBH)

ED 129 145 HE 008 230
Kaufman, Barry. And Others

Application, Allocation, and Enrollment of CUNY Freshmen: 1970-1974.

City Univ. of New York, N.Y. Office of Program and Policy Research.

Pub Date Jul 76

Note—44p.; Best available copy

Available from—Office of Program and Policy Research, City University of New York, 535 East 80th Street, New York, New York 10021

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, College Freshmen, *Enrollment Trends, Family Income, *Higher Education, Lower Class Students, Minority Groups, *School Surveys, *Socioeconomic Status, Statistical Data, *Student Characteristics, *Student Enrollment

The application, allocation, and enrollment of first-time, day-session, freshmen matriculants at the City University of New York during the period 1970-1974 are discussed. Utilizing centrally-available data, applicants are described in terms of their college admissions average (CAA), sex, the predominant race ethnicity and median family income of their New York City residential (zip code) area, and the type of New York City high school they attended. Only those who applied for admission through the University Applications Processing Center are included in the data. Several of the findings, especially the increase in application and enrollment among students with low CAAs and among students from predominantly minority and low-median family income areas, are consistent with previously reported findings. The full implications of these findings for university policy are limited by the descriptive nature of the data. Information on applicant awareness, perceptions, motivations, plans, and attitudes would permit more sophisticated and more meaningful analyses of the data. Statistical tables supporting the findings are included. (LBH)

ED 129 146 HE 008 231
Hoover, Todd

Instructional Development for Colleges: Case Study of a Consortium Approach.

Pub Date Sep 76

Note—14p.

Available from—Southern Oregon State College, Department of Education, Ashland, Oregon 97520

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Consortia, *Educational Technology, *Educational Television, *Higher Education, Instructional Design, *Instructional Im-

provement, *Instructional Systems, Teacher Improvement, Teacher Seminars, *Teaching Quality

Identifiers—Instructional Development Programs, Nebraska

W. James Popham suggests that instructional development will die on college and university campuses due to the lack of sufficient commitment. In light of this, this article traces the development and implementation of an instructional development program in Nebraska that uses a consortium approach. Discussion revolves around the consortium, design of the program, selection of faculty for program inclusion, and faculty seminars. Popham's admonition is emphasized, and considerations are proposed to help insure the successful implementation of instructional development at colleges and universities. (Author)

ED 129 147 HE 008 232
Ontario Council on University Affairs. Second Annual Report 1975-76.

Ontario Council on University Affairs, Toronto.

Pub Date 76

Note—87p.

Available from—Ontario Council on University Affairs, 801 Bay Street, Second Floor, Toronto, Ontario M5S 1Y7

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Audiology, Demography, *Educational Finance, *Educational Planning, *Enrollment Trends, Financial Support, *Government Role, *Graduate Study, Grants, *Higher Education, Instructional Design, Scholarship Funds, Speech Pathology

Identifiers—*Ontario

The present report, like its predecessor, assembles the advisory memoranda sequentially produced by the Council during the period March 1, 1975 to February 29, 1976. Three sets of observations and questions are also offered. The first, which involves potentially far-reaching consequences for the future of the university system, relates to the changing demographic profile of the Ontario population during the balance of this century. The second bears upon the principles that capital assistance policy for universities might seek to reflect. The final set is presented as an initial council contribution to the debate over taxpayer (government) and user (student) contributions to the operating income of the university system, which includes both short- and long-run implications for the university system. The advisory memoranda deal with: (1) speech pathology and audiology at the University of Western Ontario; (2) the question of formula sensitivity to changes in enrollment; (3) the Ontario Graduate Scholarship program; (4) graduate program planning; (5) graduate program planning and formula revision; (6) government support for the university system in 1976-77; (7) allocation of the government's operating support for the university system; and (8) instructional development. (LBH)

ED 129 148 HE 008 233

Dhillon, Jogindar S.

Perception of Barriers to Learning by College Students.

Florida A and M Univ., Tallahassee.

Pub Date 75

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*College Students, Course Content, Educational Facilities, *Higher Education, *Learning Difficulties, *Learning Experience, *Learning Motivation, *Student Attitudes, Student Characteristics, Student Teacher Relationship, Tables (Data), Teaching Techniques

Addressed is the identification of factors that effect learning as perceived by college students. The assumption is that a knowledge of these perceptions will help teachers and university administrators organize and provide more effective learning situations. Data are presented on: (1) students' perception of statements concerning the instructor; (2) students' perception of statements concerning teaching methods; (3) students' perception of statements concerning subject matter; (4) students' perception of statement concerning student; and (5) students' perception of statements concerning physical facilities and related matters. Results are given in tabular form. Their discussion and interpretation are left to the reader. (Author/KE)

ED 129 149

HE 008 234

Brown, Charles L., Ed.

Report Card on Enrollment Projections and Other Selected Papers. Third Annual Meeting of the North Carolina Association for Institutional Research.

North Carolina Association for Institutional Research.

Pub Date 76

Note—66p.

Available from—Office of Institutional Research, East Carolina University, Greenville, North Carolina 27834

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Evaluation, College Freshmen, Conference Reports, *Educational Demand, *Educational Planning, *Enrollment Projections, Facility Utilization Research, *Higher Education, *Institutional Research, Models, *School Holding Power, Standardized Tests, *Statewide Planning, Test Validity

The major theme of Report Card 1 is enrollment projections. Reports in this section include: Barwick and Stafford's "Statewide Enrollment Projections for North Carolina, 1975-80"; Reiman's "Assumption-Based Model for Developing Institutional Enrollment Projections"; Rajasekhara's "Enrollment Projection," dealing with alternative methods; Nichols' "Enrollment Projection Procedures at Concord and Bluefield State Colleges"; and Chapman's "Institutional Enrollment Projections: High School Surveys." Report Card 2 includes Fry's "Research Tool for the Study of Student Progression and Non-Retention," and Council's "Student Retention and Graduation at North Carolina State University." Report Card 3 covers new ideas and approaches in the process of development, formulation, and experimentation for institutional research practitioners. It includes: Fry's "Mechanism for Studying Campus-Wide Rooms and Building Utilization and Availability"; Montgomery's "How to Succeed in Institutional Research by Really Trying"; Reiman's "Proposed Methodology for Use of the UCE-UCLA Survey for Entering Freshmen as a Tool for Long-Range Planning"; Reiman and Hubbard's "Experimental Instrument for Evaluating the Performance of College and University Administrators"; and Uhl and Pratt's "Importance of Local Validation in Using Standardized Tests for Institutional Research." (Author/LBH)

ED 129 150

HE 008 235

Andringa, Robert. And Others

Perspectives on Federal Educational Policy: An Informal Colloquium.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Aug 76

Note—57p.

Available from—Institute for Educational Leadership, The George Washington University, Washington, D.C. 20006

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Administration, *Educational Policy, *Federal Aid, Federal Government, *Government Role, *Higher Education, Meetings, *Policy Formation, Politics, *State Government

Identifiers—Federal Regulation

In an attempt to spotlight issues of federal aid to education (including quantities, destinations, delivery mechanisms, and rationale), and their probable effects, the Institute for Educational Leadership assembled a five-person bipartisan group of policy observers for two spontaneous discussions. This edited transcript of those sessions covers the following topics: the federal role; the state role; regulating the regulators; getting facts to policymakers; organizing the federal effort; creating new forms; policy implications of a separate Department of Education; pressures and expectations; the new department as a fresh start; and the role of the White House. Participants included Robert Andringa, Chester Finn, Michael Timpane, Thomas Wolanin, and Samuel Halperin. (LBH)

ED 129 151

HE 008 238

Levi, Julian H. Steinbach, Sheldon Elliot

An Analysis of Voluntary Support of American Colleges and Universities, 1973-74. Patterns of Giving to Higher Education III.

American Council on Education, Washington, D.C. Office of Governmental Relations.

Pub Date 74

Note—30p.

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Colleges, Educational Economics, *Educational Finance, Financial Needs, *Financial Support, *Foundation Programs, *Higher Education, *Private Financial Support, *Statistical Analysis, *Surveys, Universities

The contributions of private donors are essential to the financial health of all public and private colleges and universities in this country. This study shows the pattern of giving in 1973-74, focusing on contributions of individual donors, alumni, and nonalumni. Sample institutions were surveyed and the results indicate that voluntary individual gifts were made to the 988 reporting institutions in the aggregate amount of more than \$830 million. The report demonstrates the importance of voluntary support, the dependence of higher education on the large gift, the importance of gifts of property, as well as other types of gifts, such as bequests, deferred contributions, and life-time gifts. The survey indicates that although total giving in 1973-74 is estimated to be the same as in 1972-73, contributions from business, religious denominations, foundations, and other sources increased, while voluntary support from individual donors declined by six percent. (JMF)

ED 129 152 HE 008 239

Bagliarello, George Urrows, Henry
Planning and Evaluating an Academic Merger and Making It Work. Final Report to the Carnegie Corporation of New York.

New York Polytechnic Inst., N.Y.

Pub Date 15 Apr 76

Note—205p.

Available from—Polytechnic Institute of New York, 333 Jay Street, Brooklyn, New York 11201

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrative Organization, Educational Administration, *Engineering Education, Foundation Programs, Grants, *Higher Education, *Mergers, *Organizational Change, Professional Education, *School Organization

Identifiers—*Polytechnic Institute of New York
In 1973, the Polytechnic Institute of Brooklyn and the New York University School of Engineering and Science merged to form the Polytechnic Institute of New York, acquiring the largest graduate engineering enrollment in the U.S. Activities carried out under a Carnegie Corporation of New York grant are summarized in this report. It is shown that the merger represented a unique event in American higher education, but that the lessons to be learned—both from the lengthy and traumatic period before the merger and its aftermath—could be of assistance to trustees, students, faculty, and administrators of other institutions contemplating merger. It may also be of some interest to government agencies and legislators who oversee higher education institutions, to foundations, and to others concerned with educational leadership who have not had direct experience with merger. Appended are texts of agreements, excerpts from interviews, the report schedule required by the State Department of Education, and a bibliography. (LBH)

ED 129 153 HE 008 240

Satryb, Ronald P.

The Art of Settling Grievances: A Study in Campus Conflict Resolution. Special Report No. 27. Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date Aug 76

Note—10p.

Available from—Academic Collective Bargaining Information Service, 1818 R Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Arbitration, *Collective Bargaining, *Collective Negotiation, College Faculty, *Conflict Resolution, *Employer Employee Relationship, *Grievance Procedures, *Higher Education, Political Influences, Power Structure, Question Answer Interviews, Teacher Administrator Relationship, Unions

Based on visits to unionized campuses, this study determined how some imaginative higher education administrators and faculty representatives resolve disputes under a collective bargaining contract. The focus of the study was on the informal working relationships that helped to resolve conflict either within or outside the con-

tractual procedures. Although grievance procedures were studied and discussed, they were considered to provide only the framework within which the parties attempted to resolve their differences. Differences between a procedural grievance (charging that the administration failed to adhere to contractual procedures) and a substantive grievance (charging the administration with making an unjustifiable decision) were also an important aspect of the study. In eight of the nine institutions studied, both management and labor representatives were interviewed and were allowed to pursue a wide variety of topics to determine the unique relationships existing at each institution. Topics included: representation on grievance committees; procedures; fair resolution; secretive vs. open processes; faculty and administrative reactions; union-faculty senate relationship; political considerations; institutional communication; multicampus grievance reviews; and consistency. (LBH)

ED 129 154 HE 008 242

Unmet Needs. Report on Student Financial Aid Problems from the CSS Student Advisory Committee.

College Entrance Examination Board, New York, N.Y.

Pub Date 76

Note—87p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Emancipated Students, *Financial Needs, *Financial Support, Grants, *Higher Education, *Student Costs, *Student Financial Aid, *Student Loan Programs, Work Study Programs

Findings and recommendations of the College Scholarship Service (CSS) Student Advisory Committee following a series of hearings conducted in seven states with the cosponsorship of the National Student Educational Fund and various state student organizations are presented. The report articulates and documents some of the problems that students frequently encounter in learning about, applying for, and obtaining financial aid to support their postsecondary educational objectives. Major themes identified at the hearings are discussed. After reviewing hundreds of different individual student cases, the CSS Student Committee concludes that on a comparative basis the financial aid system costs are higher for educationally and economically disadvantaged persons. The bureaucratic hurdles are placed before those who have the least experience in dealing with such barriers to financial aid. Specific recommendations are made that deal with: financial aid information; financial aid counseling; financial aid offices; grant aid; loan aid; work aid; student budgets; and independent and married students. (LBH)

ED 129 155 HE 008 243

The Small College Three Years of Planned Change in a State College Setting.

California State Coll., Dominguez Hills.

Pub Date Sep 76

Note—107p.

Available from—The Small College, Division of Institutional and New Program Development, California State College, Dominguez Hills, California.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Educational Development, Educational Innovation, *Higher Education, *Individualized Instruction, *Interdisciplinary Approach, *Liberal Arts, *State Colleges, Tables (Data)

Identifiers—*California State College Dominguez Hills

In three years, the Small College of California State College at Dominguez Hills has grown from a faculty of 12, with 130 students, to a faculty of 18, with 270 students. Objectives that guide the Small College's growth and development are: (1) effective functioning with a heterogeneous population; (2) the option of a three-year bachelor's degree; (3) the development of processes and procedures that can readily be adopted by other California State University and College campuses; (4) individualized programs of study and related experiences; (5) settings that facilitate and encourage faculty to evolve new professional roles; (6) integration of formal knowledge with life ex-

periences; (7) quality plus efficient utilization of resources; (8) financial viability; (9) high academic standards; (10) a curriculum that reflects the best current science and scholarship; and (11) interdisciplinary rather than traditional, discipline-oriented education. The Small College has had success in redesigning the undergraduate curriculum; however, the program faces some specific challenges that are delineated. (Author/KE)

ED 129 156 HE 008 244

Recent Research on Private Higher Education. A Compilation. Policy Analysis Service Reports. Vol. 2, No. 2.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Aug 76

Note—64p.

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Administration, *Educational Finance, *Educational Research, Federal Aid, Governance, Government Role, *Higher Education, *Private Colleges, Proprietary Schools, *Research Projects, Research Reviews (Publications), State Aid, Student Financial Aid, Vocational Education

Identifiers—*Higher Education as a Field of Study

To collect information on recent and ongoing research studies relating to the present condition and the future of the private sector of higher education, various procedures were used, including letter solicitation to noted researchers, media notices, and informal requests. The procedures resulted in the identification of over 150 studies. The entry for each research study is organized as follows: (1) title; (2) status (publication information, sources for unpublished material or summaries, or expected date of completion); (3) name, identification, and (where pertinent) address of the investigator or sponsoring agency; and (4) a brief description of the content of the study. The overall topic was defined very broadly. Although the focus is on the private sector, some studies were just as concerned with the public sector. (LBH)

ED 129 157 HE 008 245

Priorities for Postsecondary Education in the South. A Position Statement by the Southern Regional Education Board.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—39p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Alternatives, *Educational Demand, Educational Finance, *Educational Planning, *Educational Supply, Ethnic Groups, *Higher Education, Minority Groups, *Needs Assessment, *Policy Formation, *Postsecondary Education, Regional Planning, Resource Allocations, Statewide Planning

Priorities for the continued development of postsecondary education in the South are identified, specifically the structure and process by which limited funds will be allocated and public resources used. Education and training for employment has been identified as a special need for southern high school graduates. Postsecondary education must offer a broad range of opportunities for education beyond high school, and the full diversity of postsecondary institutions and programs must be considered in statewide planning for the effective use of public resources. The purpose and meaning of a baccalaureate education must be redefined, and undergraduate programs must be reexamined in terms of changing demands and expectations for education. Other priorities are identified for the active consideration of academic and public leaders. Consolidation and restraint in development of graduate and professional education, the adequacy of funding, use of specialized talents and resources in the solution of societal problems, need for self-generated reform, more nontraditional approaches, and concern for minority and ethnic groups are matters requiring careful consideration by policy and decision makers. (Author/LBH)

ED 129 158 HE 008 246

Lavin, David E.

From Selective to Free Access Higher Education: Institutional Responses to Open Admissions at the City University of New York.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.

Spons Agencies—EXXON Education Foundation, New York, N.Y.

Pub Date Sep 76

Note—498p.

Available from—Department of Sociology, Herbert H. Lehman College & City University Graduate School, City University of New York, New York, N.Y.

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—Admission (School), *Equal Education, *Higher Education, *Open Enrollment, *Program Descriptions, Statistical Data

Identifiers—*City University of New York

Presented are detailed descriptions of the college open admissions program at the City University of New York. Descriptions provide the first systematic presentation of how a major institution of higher education tried to deal with a shift from a selective to a free-access admissions policy. The data presented is a basis for assessment of the impact of college programs. Evaluations are not presented in this report, but descriptions are provided on which an evaluation could be carried out. (Author/KE)

ED 129 159 HE 008 247

Foster, Margaret E. And Others

A Comparison of Dependent Commuters, Independent Commuters, and Resident Students. Research Report 8-75.

Maryland Univ., College Park. Counseling Center.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Freshmen, *Commuting Students, Comparative Analysis, Emancipated Students, *Higher Education, Resident Students, School Surveys, *Student Characteristics, *Student College Relationship, *Student Personnel Services, *Student Research, Student Welfare

Identifiers—University of Maryland College Park

The following questions are investigated: Are there identifiable dimensions along which resident and commuter students systematically differ? If there are differences, will the commuting student appear to be educationally, socially, and attitudinally disadvantaged as suggested by several studies? Can subgroups of commuters be defined with characteristics and needs sufficiently diverse to merit special program attention by student personnel workers? Using the 1975 University Student Census, data were gathered on 1,532 incoming freshmen students at the University of Maryland, College Park. The original sample was categorized into students who expected to be living at home or with relatives (dependent commuter), students living off-campus apart from relatives (independent commuter), and students living in residence halls, fraternities, or sororities. The general conclusion is that there are differences between resident and commuting students, but that commuters are not clearly disadvantaged. Subgroups of commuters differ more from one another than from resident students and should be considered a heterogeneous group. (Author/LBH)

ED 129 160 HE 008 248

Davis, Jerry S.

A Report on Undergraduate Student Financial Aid Needs and Resources in New Jersey Colleges and Universities 1973-1974.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date [75]

Note—34p.

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Students, Emancipated Students, Enrollment Influences, Enrollment Trends, Family Income, *Financial Needs, Financial Support, Higher Education, *Needs Assessment, *Post Secondary Education, *Resource Allocations, Student Costs, Surveys, Tables (Data), Trend Analysis

Identifiers—*New Jersey

Reported on are the aggregated financial aid needs of full-time undergraduate students attending New Jersey's colleges and universities during the 1973-74 academic year. An aggregate need analysis methodology is employed, using assumptions that produce the most conservative estimates possible. Computation includes student's and parent's expected contribution to college expenses, comparison of this contribution to college costs, and reduction of the difference to account for available financial aid funds. Analyses include outcomes by income levels and institutional types. (Author/KE)

ED 129 161 HE 008 249

Undergraduate Enrollment Projections for New Jersey Institutions of Postsecondary Education 1976-1990.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date [75]

Note—34p.

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Enrollment Projections, *Enrollment Rate, *Enrollment Trends, Higher Education, *Post Secondary Education, *Public Policy, *Student Enrollment, Surveys, Tables (Data), Trend Analysis

Identifiers—*New Jersey

Projections are presented of what will happen if current trends in enrollments in New Jersey continue and current policies are maintained. Enrollments are projected to 1990 for full-time and part-time students in three collegiate sectors. The projective methodology is a ratio technique that minimizes data requirements and eliminates the need for making subjective judgments. Projections indicate that: (1) the independent sector faces a serious enrollment problem in the future as the public sector continues to expand; (2) growth in all sectors will reach a peak between 1979-1982 and decline to 1990; and (3) some expansion is to be expected, particularly in the public two-year sector. Policy issues raised by these projections are: (1) whether present institutional capacities are sufficient to deal with the peak enrollments projected; (2) whether it is efficient to expand those segments of the postsecondary system under its control while other segments deteriorate; (3) whether the relationship between projected educational cost increases for institutional and projected enrollments will contribute to a future revenue-expenditure gap; and (4) what assumptions about change seem reasonable, and what is desirable if these projections raise areas of concern. (Author/KE)

ED 129 162 HE 008 250

Family Financial Circumstances and Patterns of Financing a College Education. A Special Analysis.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date [75]

Note—50p.

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Students, *Enrollment Influences, *Family Income, *Financial Needs, *Financial Support, Higher Education, *Post Secondary Education, Student Costs, Surveys, Tables (Data)

Identifiers—*New Jersey

This analysis of the family financial circumstances of students attending New Jersey's colleges and universities is the result of data collected in a mailed survey to approximately 25,000 undergraduate students enrolled in the states. Some findings are that: (1) New Jersey college students from different family financial circumstances are disproportionately distributed among the different types of institutions; (2) across all institutions and family income intervals, the family contribution amounts to 54 percent of educational expenses; (3) just over 10 percent of all educational expenses are met with scholarships and grants; (4) long-term loans account for 9.5 percent of the educational expenses of all students; (5) term-time employment income meets over 26 percent of all educational expenses; and (6) depending on how it is computed, estimated

unmet need ranges from \$12.9 million to \$112.5 million. (Author/KE)

ED 129 163 HE 008 251

The Needs and Resources of Undergraduate Students in Postsecondary Education in the State of New Jersey 1974-1975.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date Sep 75

Note—207p.

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Budgets, Enrollment Influences, Family Income, *Financial Needs, Financial Support, Higher Education, *Needs Assessment, *Post Secondary Education, *Resource Allocations, *Student Characteristics, Student Financial Aid, Surveys, Tables (Data)

Identifiers—*New Jersey

A 1975 survey of students attending postsecondary institutions in New Jersey focuses primarily on students' financial needs but also includes a great deal of general descriptive information about the students. Only the responses of full-time undergraduate students are included. The sample was random and completed by individual colleges. Covered are: (1) personal and academic characteristics and plans of respondents; (2) student expense budgets; (3) family contribution; (4) available student aid; and (5) patterns in meeting college expenses. Appendices include the survey instrument and a list of participating colleges. (Author/KE)

ED 129 164 HE 008 252

An Analysis of the Family Incomes of Full-Time Collegiate Students in New Jersey.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date [75]

Note—29p.

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Opportunities, *Enrollment Influences, Enrollment Rate, *Enrollment Trends, *Equal Education, *Family Income, Higher Education, *Post Secondary Education, Surveys, Tables (Data)

Identifiers—*New Jersey

Analysis of the income distribution of students enrolled in New Jersey's colleges and universities was structured to yield results that would help develop policy recommendations, especially in the areas of access and equity. Major findings include: (1) New Jersey families are more affluent than families in the U.S. in general, but families with children attending New Jersey's colleges and universities are less affluent; (2) different collegiate sectors serve different populations as defined by income; (3) upper-division students at Rutgers and the independent institutions are less affluent than lower-division students; (4) New Jersey is slightly ahead as a whole in terms of representation of different income groups in colleges and universities, but lower-income groups are badly underrepresented in all sectors; and (5) New Jersey's diversified institutional sectors seem to be serving the special target populations for which they were created. (Author/KE)

ED 129 165 HE 008 253

Student Resource Survey of Selected New Jersey Residents Attending College in Another State 1975.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date 75

Note—41p.; Appendix B may be marginally legible due to small type

Available from—State of New Jersey Commission on Financing Postsecondary Education, 20 Nassau Street, Suite 250, Princeton, New Jersey 08540

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Choice, *Enrollment Influences, Family Income, Higher Education, *Nonresident Students, *Post Secondary Education, *Student Characteristics, Surveys, Tables (Data)

Identifiers—*New Jersey

Information on New Jersey students attending out-of-state collegiate institutions was gathered from an out-of-state, full-time undergraduate student population. Identified are patterns of personal, academic, and financial characteristics and institutional choice. The sample was limited to students attending collegiate institutions in the ten states having the largest New Jersey student populations; and to those out-of-state institutions that participate in the ATP Summary Reporting Service. This sample exhibited the following characteristics: (1) they chose independent institutions 70 percent of the time; (2) they have excellent high school grades; (3) they are well above average in terms of family income, as indicated by almost one-half of the students reporting family incomes of over \$25,000; and (4) they leave the state primarily because they perceive institutions outside New Jersey as having better reputations than colleges in-state with similar programs. (Author/KE)

ED 129 166 HE 008 254

Prather, James E. Smith, Glynton
An Analysis of Undergraduate Grades by Course in Relation to Student Ability Levels, Programs of Study and Longitudinal Trends. Report No. 76-15.

Georgia State Univ., Atlanta.

Pub Date May 76

Note—192p.; Best available copy

Available from—Office of Institutional Planning, Georgia State University, Atlanta, Georgia.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Ability, *College Majors, *Grades (Scholastic), *Grading, *Higher Education, Intellectual Disciplines, State Universities, Trend Analysis, Undergraduate Students

Identifiers—*Grade Inflation

Investigated are final letter grades in undergraduate courses at Georgia State University from fall 1970 to fall 1975. Grades were examined course-by-course in relation to ability levels, programs of study and longitudinal trends. An analysis was undertaken to determine if "grade inflation" had taken place. The sample was based on records of 9,338 undergraduates who had attempted 40 or more credit hours as of Fall Quarter 1975. Findings were that different courses have differing final grade indicators. Student grades were strongly related to the major field. Grade inflation was found to be present only in a minority of the courses studied. To a great extent, there was a tendency for grades to regress toward the mean; either the "hardest" courses became slightly "easier" in grading or the "easier" courses became marginally "tougher" in grading. It is suggested that the redistribution of grades that had occurred resulted from the diversification of the curricula. (Author/KE)

ED 129 167 HE 008 255

El-Khawas, Elaine H.

New Expectations for Fair Practice. Suggestions for Institutional Review.

American Council on Education, Washington, D.C. Office of Academic Affairs.

Pub Date Sep 76

Note—26p.

Available from—Office of Academic Affairs, American Council on Education, One Dupont Circle, Washington, D.C. 20036.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Admission Criteria, College Students, Communication Problems, *Conflict Resolution, Degree Requirements, Grievance Procedures, *Higher Education, Recordkeeping, *School Policy, *Student College Relationship, Student Financial Aid, *Student Needs, Student Records, Student Recruitment, Vocational Counseling

Identifiers—*Fair Practice

In view of changing expectations about fair practice, a variety of voluntary initiatives are now needed, and the American Council on Education urges that all institutions systematically review their current procedures and, where necessary, improve them to ensure fair treatment for students. This document is intended to help institutions review current policies and practices affecting students in eight areas of institutional activity that have recently come under criticism: official publications; admissions and recruitment; financial assistance; recordkeeping; instructional programs and requirements; career counseling;

grievance procedures; and student services and student conduct. The examples of good practice offered in each of these areas are neither required nor recommended. They simply illustrate approaches that some institutions have found suitable to their circumstances. Emphasis is on effective communication and the principle of fair practice. (LBH)

ED 129 168 HE 008 256

Legislative Actions Affecting Higher Education.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jun 76

Note—48p.; Best available copy; Table II and Appendix A may be marginally legible

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bond Issues, Budgets, *Educational Finance, *Educational Legislation, *Higher Education, Laws, *Library Networks, *State Action, State Colleges, *State Legislation, State Universities

Identifiers—*Washington

Legislative actions pertaining to Washington public higher education during the last two years are described. The reports list the major resolutions passed, laws enacted, and legislative appropriations. State legislation dealt with: establishment of the Washington library network; retirement systems; bookkeeping transactions; travel expenses; bond issues; and operating budgets for state agencies. (LBH)

ED 129 169 HE 008 257

Legislative Actions Affecting Higher Education, 1975.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jul 75

Note—68p.; Not available in hard copy due to marginal reproducibility of original

Available from—Council on Higher Education, 908 East Fifth Street, Olympia, Washington 98504

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgets, *Educational Finance, *Educational Legislation, *Higher Education, Post Secondary Education, *State Government, State Legislation, States Powers

Identifiers—*Washington

Summaries of bills pertaining to higher education from the Washington State Senate and House of Representatives are presented. The legislation covers the following: library services to Indian tribes; acquisition of surplus EXPO facilities; creation of the Vocational Education Commission; renaming of the Council for Postsecondary Education; construction of tree fruit research center; rights relating to tenure; exemption of certain educational housing from provisions relating to unfair discrimination; fee exemptions for senior citizens; community college capital projects funding; repealing prohibition against sale of liquor on campus; personnel responsibility; mandating availability of materials on abuses of alcohol in public premises; authorizing state colleges to offer degrees through the master's degree subject to review; bond issue for hospital facilities; financial assistance to all private and public school students. Certain bills are included in their entirety. Resolutions pertaining to the Council for Postsecondary Education are also provided, along with the 1975-77 operating budget for higher education. (LBH)

ED 129 170 HE 008 258

Galambos, Eva C.

Black College Graduates and the Job Market in the South, 1980.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—35p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Majors, College Students, Education Majors, *Employment Opportunities, *Employment Projections, *Employment Trends, *Higher Education, *Job Market, *Negro Education, Negroes, *Negro Students, Social Sciences, Teacher Education

Although blacks in the Southern region made up 19 percent of the 1970 population, only about 11 percent of all bachelor's degrees and 9.6 per-

cent of all master's degrees in the region in 1974 went to blacks. Black representation varies widely among fields of study, ranging at the bachelor's level from 2 percent in architecture to 23 percent in social work. Black college graduates have the best employment prospects when two conditions coincide: (1) greater demand than supply, and (2) blacks are especially underrepresented in the field. Fields that meet both conditions include the health specialties, engineering, accounting, computer sciences, public administration, and urban and regional planning. Teacher education and most of the social sciences are fields that least meet these two requirements and in which black graduates have the worst employment prospects. In 1974-75, 40 percent of all bachelor's and master's degrees earned by black students were in the field of teacher education, as compared to only 29 percent of all students. (Editor/LBH)

ED 129 171 HE 008 259

Mingle, James R.

Fact Book on Higher Education in the South, 1975 and 1976.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—73p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Admission (School), Adult Students, *Educational Demand, Educational Finance, *Educational Supply, *Enrollment Projections, *Higher Education, Part Time Students, *Post Secondary Education, Salaries, Southern States, *State Boards of Education, *Statewide Planning, Statistical Data, Student Characteristics, Student Costs

Identifiers—United States (South)

The projection is made that collegiate enrollment in the South will stabilize by the early 1980's and will decline in most states by the mid-1980's unless there are increases in the admission of part-time and older students and/or the share of the region's high school graduates who enter postsecondary education. Selected statistics are presented in tabular form on: population and economy; institutions of higher learning; enrollment; degrees; institutional finances; student finances; and faculty and administration. A list is also included of agencies responsible in each Southern state for coordination of postsecondary education. (LBH)

ED 129 172 HE 008 260

Faculty Grading Patterns. Report No. 76-12.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date Apr 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Rating, Class Average, Class Size, Correlation, *Course Content, *Grades (Scholastic), *Grading, *Higher Education, Scoring, Student Teacher Ratio, *Teacher Characteristics

Identifiers—Georgia State University

The grading patterns of teachers at Georgia State University were examined to ascertain the relationship between course discipline fields and grading patterns controlling for teachers' academic and personal attributes. The data base consisted of over 2,000 courses comprising more than 40,000 grades and 1,000 teachers from fall 1975. A methodology is introduced to both normalize and stabilize course grade measures. The findings indicate that the academic field of the course is strongly related to the letter grade assigned. Courses emphasizing quantitative and factual learning tend to record lower grades. The higher grades are found in certain career-oriented courses, such as teacher training. There is a tendency in undergraduate courses that as class size increases, the proportion of higher grades decreases. Courses with a higher grading pattern have fewer withdrawals. The academic credentials and personal characteristics of the teachers are only modestly related to grades given. Temporary teachers have higher grades in their courses, but characteristics such as sex, marital, and minority status are not systematically related to grades given. (Author/LBH)

ED 129 173 HE 008 261

Hecht, Joy

Where To Look. A Sourcebook on Undergraduate Internships.

American Association for Higher Education, Washington, D.C.

Pub Date [76]

Note—24p.

Available from—Project NEXUS, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Directories, Federal Programs, *Guides, *Higher Education, *Internship Programs, State Programs, *Undergraduate Students

This handbook is directed at students in search of internship programs. It provides concise, factual information about 11 statewide and 2 regional internship programs, Urban Corps internships, and important directories of specific internships, with information on how to get hold of them, who's eligible for each program, and what's included in each. Topics discussed are: (1) how to decide what kind of internship you want; (2) where to look within the college; (3) state-run placement programs; and (4) a bibliography of internship directories. (Author/KE)

ED 129 174

HE 008 262

Wright, Lawrence S.

Improving Graduate Education Through Alternative Approaches.

Pub Date 20 Apr 76

Note—26p.

Available from—Lawrence S. Wright, Assistant Dean of the Graduate College, University of Wisconsin-Stout, Menomonie, Wisconsin.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Change Strategies, Comparative Analysis, *Educational Alternatives, Educational Assessment, *Educational Improvement, *Educational Innovation, Educational Objectives, *Graduate Study, *Higher Education, Student Needs

Graduate education is in an accelerated state of change. Discussed is its responsiveness or unresponsiveness to the forces of change. After contrasting traditional and alternative forms of graduate education, recommendations are made that: (1) graduate institutions and departments should periodically redefine their goals and objectives and make them public; (2) graduate institutions should reexamine their policies and procedures so that they are consistent with their goals and objectives and so that they become more flexible and more responsive to both student and societal needs; (3) graduate faculties should expect to change their practices regularly to be responsive to what research evidence shows to be desirable with respect to teaching and learning; (4) graduate faculties should reevaluate their systems so that the focus is on learning and the output product rather than grades, credits, and degrees; (5) graduate degree programs should contain a creative component that gives priority to student interests and needs as contrasted to institutional and/or professional interests and needs; and (6) graduate education whether traditional or non-traditional should maintain a high quality standard for the levels of advancement and maturity that characterize graduate students. Experience suggests that the outlook for responsiveness to these and other recommendations is not optimistic. (Author/KE)

ED 129 175

HE 008 263

Sidar, Alexander G., Jr.

No-Need Awards: An Issue.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 76

Note—16p.

Available from—College Scholarship Service of the College Entrance Examination Board, 888 Seventh Avenue, New York, N.Y. 10019

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Awards, Colleges, *Educational Finance, Enrollment, Federal Aid, Financial Support, *Higher Education, *Needs, *Policy Formation, State Aid, *Student Financial Aid, Student Needs, Tuition Grants, Universities

Identifiers—*College Scholarship Service

The growing use of financial awards to students regardless of demonstrated need has aroused much debate. Small private colleges with more limited curricular offerings in heavy competition for students are those using no-need awards most in an attempt to solve their problems of enrollment and academic stature. However, large public and private institutions are also using these

kinds of awards to attract a cadre of outstanding students. The implications of such heavy competition for students are outlined. A discussion of the arguments pro and con on no-need awards is presented touching on such topics as: raising the academic profile of an institution; use as a cost discounting procedure; enrollment incentives and inducements; use as competitive enticement against low tuition institutions; increased access to students; use as award for academic excellence; and the institution's right to financial independence and determination of priorities. The College Scholarship Service (CSS) policy statement on the use of no-need scholarships is included. The recommendation for adoption recognizes that such awards are ineffective in accomplishing their stated goals and that scarce institutional funds should be combined with increased state, federal, and institutional grant programs to enable needy students to choose freely among all postsecondary opportunities available to them. (JMF)

ED 129 176

HE 008 264

Brown, Ronald M.

Equity Packaging of Student Financial Aid.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 76

Note—12p.; Paper distributed to the membership of CSS Assembly for discussion and 1976 Regional Meetings of CEEB/CSSA.

Available from—College Scholarship Service of the College Entrance Examination Board, 888 Seventh Avenue, New York 10019

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Administrative Principles, Colleges, *Comprehensive Programs, *Educational Finance, Federal Aid, Financial Policy, Financial Support, *Higher Education, Program Administration, Program Development, *Program Improvement, State Aid, Student Costs, *Student Financial Aid, Student Loan Programs, *Student Needs, Universities, Work Study Programs

Identifiers—College Scholarship Service

Packaging student financial aid, bringing the various forms of assistance together into a combination of resources sufficient for an individual student to meet college costs, reflects national and institutional philosophy about who should have access to higher education and who should pay, and how the pool of applicants is to be treated equitably. The importance of packaging policies and procedures lies in the growing multiplicity of sources of aid and the fact that aid is different in kind. Equity packaging, the combination of self-help and nonself-help aid distributed equitably to similar students, is discussed in detail. The underlying principles for such a program are outlined as is the practical implementation. The packaging plan should determine the needs of the applicant pool; the applicant's resources; what can be expected in terms of reasonable self-help; how much need remains; and how the remaining need should be met. One experimental use of equity packaging using the CSS Financial Aid Form (FAF) is outlined. (JMF)

ED 129 177

HE 008 265

Eriksen, Stanford C.

Development and Experiment in College Teaching.

No. 12.

Committee on Institutional Cooperation.

Pub Date 76

Note—66p.; Best available copy.

Available from—Stanford C. Eriksen, Center for Research on Learning and Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48109 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Programs, Directories, Educational Programs, Facilities, *Higher Education, *Instructional Innovation, *Intellectual Disciplines, *Professional Education, Program Descriptions, *Universities

Collected are reports of experimental instructional projects and educational programs generated by teachers at the Big Ten universities. The purpose is to exchange information among college teachers, administrators, and educational researchers about ways to improve the conditions for learning. The focus is on changes in a particular discipline area, but many arrangements can be easily adapted for use in other departments and

interdisciplinary programs. Section one on subject matter describes department-based projects. Section two on institutional support includes descriptions of institutional facilities, instructional media arrangements, and broad programs that span different disciplines. Section three is the cumulative index to all twelve reports. (Author/KE)

ED 129 178

HE 008 266

Shreve, Barbara And Others

The OASIS Peer Tutoring Program; A Model for Academic Support.

California Univ., San Diego.

Pub Date Jul 76

Note—24p.

Available from—University of California, San Diego, La Jolla, Calif. 92093

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, Evaluation Methods, *Higher Education, Individualized Instruction, *Mathematics, Program Coordination, *Program Descriptions, Program Effectiveness, Recruitment, Remedial Instruction, *Sciences, Tutorial Programs, *Tutoring, Tutors, Undergraduate Students, *Undergraduate Study

A mathematics and science tutorial program at the University of California, San Diego is described to provide a model for other university tutorial programs. Descriptions of the format of various components of the program are provided. Detailed information is also provided on the required tutor training class, tutor and tutee recruitment, procedure for tutor payment, and program effectiveness. A program timeline and specimens of program forms are included. (Author/JMF)

ED 129 179

HE 008 267

Hedges, Larry V. Majer, Kenneth

Instructional Materials Development Program: Winter and Spring Quarters, 1976. OASIS Evaluation Report No. 8.

California Univ., San Diego.

Pub Date Jul 76

Note—36p.

Available from—University of California, San Diego, La Jolla, Calif. 92093

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Technology, *Evaluation, *Higher Education, *Instructional Innovation, *Instructional Materials, Instructional Media, *Material Development, *Objectives

The Office of Academic Support and Instructional Services (OASIS) at the University of California, San Diego administers an Instructional Materials Development Program. An overview of the program is presented along with a description of the product development/evaluation cycle. Program evaluation is generic to this process, since several formative evaluation steps are intrinsic to the product development cycle. The OASIS Orientation Program is used to illustrate the application of the product development cycle to a particular project, and evaluation data that was gathered in the process is presented. Summaries of progress are presented for the projects producing self-instructional modules for note-taking instruction. A description of the development of the OASIS media playback center is also provided. (Author/JMF)

ED 129 180

HE 008 268

ATP National Report on College-Bound Seniors, 1975-76.

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—22p.

Available from—The College Entrance Examination Board Regional Office, 17 Executive Park Drive, N.E., Suite 200, Atlanta, Georgia 30329

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Academic Aspiration, Achievement Tests, Aptitude Tests, Cocurricular Activities, *College Bound Students, College Majors, Educational Needs, *Educational Testing, Equivalency Tests, Family Income, Females, *Higher Education, Males, *National Norms, Reading Ability, Self Concept, Socioeconomic Status, *Statistical Data, Surveys, Testing Programs, Vocabulary Skills

Presented are the records of 1976 seniors in the United States and who registered for the College Boards before April of their senior year.

Statistical data presented includes information on: (1) type of high school; (2) ethnic background; (3) high school record; (4) test scores; (5) college plans; (6) activities; (7) skills and abilities; and (8) finances. Highlights of the data include: (1) the number of women taking the SAT exceeded that of men for the second consecutive year; (2) SAT-verbal average dropped 3 points to 431 and the mathematical average remained the same as the previous year at 472; (3) the median parental contribution toward college expenses was estimated at \$1,170. Topics discussed include: (1) minority and majority; (2) poor and rich; (3) academic accomplishments in high school; (4) scholastic aptitude test (SAT) scores; (5) reading comprehension and vocabulary sub-scores; (6) test of standard written English scores; (7) achievement test scores; (8) students' self-assessment of skills and abilities; (9) extracurricular activities; (10) plans for advanced standing and advanced degrees; (11) college housing preferences; (12) intended fields of study in college; (13) help wanted outside of regular classes; and (14) accomplishment and ambition. (Author/KE)

ED 129 181

HE 008 269

Clark, Donald L.

Effective Management of Contract Activities.
Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administration, *Administrator Role, Facilities, Financial Support, *Higher Education, *Management, *Management Development, Personnel Policy, Program Proposals, *Projects

Securing funds to support a project does not necessarily guarantee its success. For any venture to be successful it must be undergirded by an effective management system. Discussed are four basic questions on the topic of effective project management: (1) When should project management start? (2) Who is responsible for the effective management project? (3) What elements need to be considered in effective project management? (4) When are the responsibilities of the project manager completed? (Author/KE)

ED 129 182

HE 008 270

Kaplan, Oscar J.

Evaluation of a Course by Newspaper: "American Issues Forum I: American Society in the Making."

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.
Pub Date Jun 76

Note—142p; Not available in hard copy due to marginal legibility or original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Correspondence Courses, Course Evaluation, Credit Courses, *Evaluation, *Extension Education, External Degree Programs, *Higher Education, Home Study, Individual Characteristics, Interviews, *Newspapers, *Participant Characteristics, Participation, Student Characteristics, *Surveys, University Extension

The third national Course by Newspaper entitled "American Issues Forum I: American Society in the Making" was presented by the University Extension, University of California, San Diego starting in September 1975. A series of 18 articles appeared weekly in 432 newspapers. A total of 221 colleges and universities participated in the program, enrolling 3,956 students in the course for credit. Approximately four thousand additional persons bought the text used in the course but did not enroll. Impact of the course was measured by five studies: (1) 3,000 telephone interviews were completed with participating newspaper subscribers in eight geographic areas; (2) 500 interviews of subscribers to the San Diego "Evening Tribune" were conducted; (3) a mail survey was made of persons who purchased the text used but who did not enroll in the course for credit; (4) a multiple-choice examination was given at the end of the course at the institutions affiliated with the program; and (5) a mail questionnaire survey was made of the opinions of instructors and course coordinators involved in the program. Profiles were developed on the age, sex, educational attainment, and other characteristics of newspaper subscribers, course enrollees, and book purchasers who did not seek college credit. These data were compared with similar data gathered on previous newspaper courses. (Author/JMF)

ED 129 183

HE 008 271

Black, Frank S.

Office of Institutional Research Transactional System. A Manual.

Pub Date Jul 76

Note—10p.

Journal Cit—Consortia for Institutional Research Journal; v1 n4 Jul 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Codification, Educational Administration, *Filing, *Higher Education, Institutional Research, *Management Systems, *Numerical Control, *Office Management, Systems Analysis, *Systems Development

A transactional system is the routine method for carrying out certain processes. This paper describes how a transactional system can be developed and operated for an office that has no computer support. The model is an Office of Institutional Research (OIR). The OIR manual (noncomputer supported) transactional system at Texas Southern University was developed to improve the internal management of the office. The office's major activities are monitored from initiation to completion through the three basic processes: coding, filing, and routing. The model is adaptable to almost any small office situation. It forces the user to spend a great deal of time logically analyzing the operations of his office and planning procedures designed to improve efficiency. (JMF)

ED 129 184

HE 008 272

Bugenhagen, Denise And Others

Title IX Self-Assessment Guide for Financial Aid Officers.

Syracuse Univ., N.Y.

Pub Date Mar 76

Note—38p; Prepared by Financial Aid Office Available from—Syracuse University, Financial Aid Office, 820 Comstock Avenue, Syracuse, New York 13210

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, Demography, Evaluation, Fellowships, Grants, Guidelines, *Guides, *Higher Education, Needs Assessment, Questionnaires, Scholarships, School Publications, *Self Evaluation, *Sex Discrimination, Student Employment, *Student Financial Aid, Student Loan Programs, *Student Personnel Services

Identifiers—*Higher Education Amendments 1972 Title IX

This self-assessment guide is designed to help financial aid offices review their policies, procedures, and practices to determine if they are in compliance with Title IX regulations. The questionnaire addresses itself to both the proportions of aid received by men and women as well as the institution's prevailing policies that determine those proportions. The guide details the demographic information necessary for the self-assessment; the type of information that should be contained in the institutions publications and informational brochures regarding nondiscrimination on the basis of sex; and application procedures and policies. A need analysis format is provided as are specific guidelines for various types of aid programs, including fellowships, scholarships, grants, endowments, outside sources of funds and single-sex scholarships, athletic scholarships, student employment, assistantships, and loans. The questionnaire provides a guide for evaluation of the existing policies and procedures and points out areas that may need revision to facilitate full compliance. (JMF)

ED 129 185

HE 008 273

Rivas, Richard G.

Implementation of a System for Gathering Data for the Purpose of Conducting an Affirmative Action Utilization Availability Analysis and Setting of Goals and Time Tables at a Large University.

Pub Date May 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Agencies, *Affirmative Action, Critical Path Method, *Data Collection, *Educational Discrimination, Educational Objectives, *Equal Education, Federal Government, Federal Legislation, Governance, *Higher Education, State Agencies, *Systems Approach

Identifiers—Federal Regulation

Rather than purporting to be a definitive study in data gathering techniques for federal and state

regulatory agencies, this paper is a systems approach for gathering data for affirmative action utilization availability analysis and for setting goals and time tables at a large university. The system is essentially for a large university setting but could be adapted to other types of educational institutions. The section dealing with laws and orders regarding equal employment opportunity offers a modicum and synthesis of most of the mandates, executive orders, and acts that offer guidelines and pertinent information. The systems and PERT charts are given with sufficient detail for in-depth study. It is hoped that the paper will provide a basic understanding of the complexities involved in gathering data for federal and state regulatory agencies dealing with affirmative action. (Author/LBH)

ED 129 186

HE 008 274

Beasley, Richard M.

Salaries and Tenure of Instructional Faculty in Institutions of Higher Education 1974-75.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—NCES-76-116

Pub Date 76

Note—276p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.40)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Faculty, Colleges, Females, Geographic Regions, Males, *Post Secondary Education, *Salary Differentials, *Statistics, Surveys, Tables (Data), *Teacher Salaries, *Tenure, Universities

Data are presented on the salaries and tenure of full-time instructional faculty collected for 1974/75. Findings include: (1) mean salaries of full-time instructional faculty on 9- to 10-month contracts increased by 12.7 percent between 1972-73 and 1974-75, while those of instructional faculty on 11- to 12-month contracts increased by 13.2 percent; (2) among full-time instructional faculty on 9- to 10-month contracts, instructor's salaries show the greater rate of increase; (3) for 11- to 12-month contracts, lecturers' salaries increased the most; (4) women's salaries continued in 1974-75 to be lower, on the average, than men's salaries at each rank for both contract periods, but in 1974-75 the gap between men's and women's salaries appeared to be narrowing. (Author/KE)

ED 129 187

HE 008 275

Suslow, Sidney

A Report on an Interinstitutional Survey of Undergraduate Scholastic Grading 1960s to 1970s. California Univ., Berkeley. Office of Institutional Research.

Pub Date Feb 76

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Admission Criteria, Credit No Credit Grading, *Grade Point Average, *Grading, *Graduate Study, *Higher Education, Pass Fail Grading, Tables (Data), *Undergraduate Students

Identifiers—*Grade Inflation

Surveyed are undergraduate grading practices and their impact on graduate admissions. A diversity of reasons are offered by the respondent universities and institutes for the dramatic rise in undergraduate grade-point averages since the mid-1960's. These speculations focus on changes in student and faculty behavior, innovations in grading systems, and ancillary changes and influences. A derived grade-point index for respondent institutions shows a consistent increase since 1963. However, graphs reported undergraduate grade-point averages by student class level, freshman through senior, show a flattening of the curves, that is, a trend toward a slowing of the rise in grade-point average values. Plus and minus symbols or some alternate scheme for greater differentiation in grading is used by roughly half of the respondent institutions. Important innovations in grading are pass/fail, credit/no credit, and withdrawal without penalty regulations for courses attempted and not completed or failed. The respondent institutions are not planning any major changes in their current grading systems. Statistics are presented along with a discussion of the data. (Author/KE)

ED 129 188 HE 008 276

Mertins, Paul F. Brandt, Norman J.
Financial Statistics of Institutions of Higher Education. Current Funds Revenues and Expenditures, 1973-74. Summary Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—NCES-76-121

Pub Date 76

Note—30p.; Tables may reproduce poorly due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75, with a minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Colleges, Economics, *Expenditures, Geographic Regions, *Higher Education, *Income, *Statistics, Surveys, Tables (Data), Universities

Presented are summary data on current funds revenues and expenditures from institutions of higher education. No formal analysis is presented. However, a summary of data indicates: (1) current funds revenues for institutions of higher education totaled \$31.9 billion for fiscal year 1973-74; (2) publically controlled institutions continued to report an increasing share of total revenues; (3) privately controlled institutions reported more than \$10.5 billion in current funds revenues in 1973-74; (4) government appropriations were the source of greatest revenues; (5) student tuition and fees ranked second as a source of revenues; (6) current funds expenditures rose at a faster pace than did total enrollments; (7) the largest expenditures of current funds were for institutional and departmental research; (8) average expenditures per student (EPS) for all institutions of higher education went up \$162 from 1972-73 to 1973-74; and (9) EPS averages in 1973-74 ranged from a high of \$7,263 for private universities to a low of \$1,224 for public 2-year colleges. (Author/KE)

ED 129 189 HE 008 277

Baker, Curtis O. Wells, Agnes Q.
Students Enrolled for Advanced Degrees, Fall 1974. Summary Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—NCES-76-112

Pub Date 76

Note—88p.; Tables may reproduce poorly due to type size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.45)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Colleges, *Doctoral Degrees, *Enrollment Rate, Females, Geographic Regions, Intellectual Disciplines, Males, *Masters Degrees, *Post Secondary Education, Professional Education, *Statistics, Surveys, Tables (Data), Universities

This survey covers all discipline specialties identified in the Higher Education General Information Survey (HEGIS). It provides a basis for projecting availability of trained manpower in each field of specialization. Essential data are provided to researchers on changing trends in enrollment, not only by field but also by sex, attendance status (full- or part-time), and state. The report is based on data furnished by 1,050 institutional units. Major classifications are: (1) attendance status; (2) enrollment level; (3) discipline specialty; (4) type of control (5) type of institution. (Author/KE)

ED 129 190 HE 008 278

Heldt, Karen A. And Others
Choice of Location of Practice of Medical School Graduates: Analysis of Two Surveys.

Rand Corp., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-1477-HEW

Pub Date Nov 74

Contract—HEW-OS-71-125

Note—107p.

Available from—The Rand Corporation, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Background, *Career Choice, Comparative Analysis, Educational Background, Family Background, *Followup Studies, Geographic Location, *Higher Education, *Medical Students, *Rural Areas, Surveys, *Urban Areas

A two-stage nationwide mail survey of medical school graduates of 1965 was designed to provide health planners with better and more current information on physician location determinants. Presented are the findings of that survey that specifically address the problems of identifying location decision factors that seem to differentiate physicians who choose a rural practice location from those who choose an urban one. The survey focuses attention on primary care physicians, acknowledges the potential importance of a complex of personal, professional, and social factors in the location decision, and investigates the role of the wife. Two surveys are reported. The initial survey of graduates of 1965 reaffirmed the importance of place of rearing in a physician's choice of practice location. A follow-up survey designed to examine certain decision influences in detail revealed the incentives needed to attract physicians not only to a particular community, but to rural areas in general. Results indicate that, while rural physicians for the most part choose their location out of preference for rural as opposed to urban areas, the urban physicians in the sample base their choice as often as not on considerations independent of such a preference. (Author/KE)

ED 129 191 HE 008 279

Report on the Present State Funding Mechanism for Colleges and Universities in Michigan.

Michigan State Dept. of Education, Lansing.

Pub Date May 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Delivery Systems, *Educational Finance, Equal Education, Equalization Aid, *Financial Support, *Higher Education, Operating Expenses, *Resource Allocations, State Action, *State Aid, *Student Costs

Identifiers—*Michigan Equity Packaging

The higher education appropriations cycle in Michigan is described with focus on whether the present system is fair and equitable. Two general conclusions are drawn: (1) There is strong evidence that the present system of allocating state funds for the operation of higher education institutions is not equitable in terms of support for comparable programs, and that these inequities are reflected in a higher proportion of operating costs borne by the student at some state colleges and universities. (2) The trends in state support for higher education institutions over the past few years have led to a decreased level of support in proportion to other states, and resulted in an increase in the amount and proportion of costs to the student. A continuation of these trends will result in a further curtailment of programs and services, and continued increases in cost to the student at a disproportionate rate. (Author/LBH)

ED 129 192 HE 008 280

Fall Enrollment in Higher Education 1974.

National Center for Education Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Pub Date 75

Note—1,133p.; Not available in hard copy due to small type of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$11.20)

EDRS Price MF-\$2.00 Plus Postage. HC Not Available from EDRS.

Descriptors—College Majors, *Enrollment Rate, *Enrollment Trends, Females, Higher Education, Males, *Post Secondary Education, Private Colleges, State Colleges, State Universities, *Statistical Data, *Surveys

Presented are data on enrollments in institutions of higher education for fall 1974. Data are broken down by: 2-year and 4-year colleges and universities; public and private institutions; part-time and full-time students; males or females; type of program; level of enrollment; and state or other regional area. Fall enrollments for 1974 are found to increase by 6.5 percent over fall 1973. Appendices cover survey background information regarding the survey population, "traditional" and "alternative" classification methods of aggregating institutional units, and questionnaire

editing procedures; and reproduce the survey questionnaire and the survey instructions and definitions. (KE)

ED 129 193 HE 008 281

Helliwell, Carolyn B. Jung, Steven M.

Consumer Protection Strategies: A Literature Review and Synthesis. Improving the Consumer Protection Function in Postsecondary Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-52800-12/75-TR(2)

Pub Date Dec 75

Note—74p.

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, *Consumer Protection, Federal Aid, Governance, *Information Dissemination, *Information Systems, *Post Secondary Education, *Program Evaluation, Student Financial Aid

Summarized are the findings of an American Institutes for Research (AIR) project to field test a data capture and dissemination system that would provide information for improving consumer protection in postsecondary education. Presented is a discussion of the methodology used, examples of consumer abuses cited in the literature, an analysis of consumer protection needs as described in the materials that were reviewed, and an explanation of the present system of postsecondary educational governance in the context of consumer protection with a special emphasis on the means employed to determine institutional eligibility for federal financial assistance to students. Criticisms of this system and suggestions for improving its consumer protection function are outlined. In conclusion, an assessment is presented of the possibilities for change within and among various elements of the postsecondary educational protection systems to enhance its effectiveness. (Author/KE)

ED 129 194 HE 008 283

Zeiler, H. Ed.

New Forms of Higher Education in Europe.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania).

Pub Date 76

Note—173p.; Some papers in French and Russian; Not available in hard copy due to marginal reproducibility of original

Available from—European Center for Higher Education, Stirbeyroda 39, Bucharest, Roumania.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Career Education, College Students, *Foreign Countries, *Higher Education, Program Development, Specialists, *Statistical Data, Student Mobility, Telecommunication

Identifiers—*Europe

A symposium on new forms of higher education was organized at the European Center for Higher Education January 13-15, 1976. Participants were from thirteen countries. Included are: (1) a summary of discussions and working documents presented in English, French, and Russian; (2) texts of the contributions of participants presented in either English or French; and (3) a bibliography on the main topics. Related topics discussed are the new student population, period of study, teachers as specialists, vocational guidance, various new structures, tele-education, relationship with conventional institutions, and impact on social mobility. New forms of education in Sweden, Yugoslavia, the Federal Republic of Germany, the United Kingdom, Spain, Czechoslovakia, the Netherlands, Roumania, the German Democratic Republic, the USSR, Poland, and Italy are discussed. (Author/KE)

ED 129 195 HE 008 284

Cowley, W. H.

Student Unrest in Perspective.

Pub Date [Mar 66]

Note—7p.

Journal Cit—California Teachers Association Journal, Mar, 1966

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activism, Comparative Analysis, *Demonstrations (Civil), *Educational History, *Higher Education, *Student Alienation, *Student Behavior

After a review of the student protests of the past, it is predicted that: (1) student activism will continue to be a fact to reckon with; (2) visceral unrest will on occasion emerge but, in the U.S. at least, will seldom express itself violently; (3) student criticism of educational practices will be increasingly recognized as a valuable resource and will be facilitated by better channels of faculty-student communication; (4) during troubled times student idealists will take stands on public issues; and (5) later, these student idealists will either become important members of progressive movements or pessimistic reactionaries. (Author/KE)

ED 129 196 HE 008 286
Millard, Richard M.

State Boards of Higher Education. ERIC/Higher Education Research Report No. 4.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 76

Note—77p; Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Centralization, Decision Making, *Educational Planning, Educational Policy, Educational Quality, *Governing Boards, *Higher Education, Policy Formation, *Post Secondary Education, *State Action, *State Boards of Education, *Statewide Planning

Several dilemmas have arisen as a consequence of the centralization of state decision-making, including areas of tension between state boards and institutions and between executive and legislative branches of government. It is suggested that these boards are ultimately in the best interest of the higher education community. In a period of retrenchment, in which accountability, effective use of limited resources, and concern with evaluation are paramount, state boards, acting in consort with all sectors of postsecondary education and the public offer the best promise for insuring institutional survival and maintaining the quality of education. This report reviews the historical development of the boards, as well as their functions, powers, and structures. Tables are included on: state coordinating and governing boards; options chosen by states and eligible territories in establishing Section 1202 state commissions; and major issues of concern to state higher education agencies. (LBH)

ED 129 197 HE 008 287

Shulman, Carol Herrnstadt

Enrollment Trends in Higher Education. ERIC/Higher Education Research Report No. 6.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 76

Note—53p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Age, Educational Alternatives, *Educational Demand, *Educational Planning, *Educational Responsibility, *Educational Supply, Enrollment Rate, *Enrollment Trends, *Higher Education, Student Characteristics

The rate of growth in higher education enrollment has slowed in the 1970's, largely because the percentage of the population aged 18 to 22 is receding from the unprecedented high levels of the 1960's. Other reasons revolve around the changing social and economic aspirations of students and how they are served or not served by the program offerings of the higher educational system. Current conditions are described in terms of age composition, population mix, patterns of participation, and changing student interests. Future developments in enrollment patterns must consider economic conditions, a broader role for higher education, differential impact, and changes in the student population. It is concluded that (1) there is general agreement that colleges and

universities can no longer rely upon college attendance among 18-22-year-olds to achieve long-range growth, and (2) there is sufficient diversity in higher education to adjust to the needs of a society committed to providing all of its citizens with an opportunity to do their best. (LBH)

ED 129 198 HE 008 290

Anderson, G. Lester

The Evaluation of Academic Administrators: Principles, Processes, and Outcomes.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 75

Note—76p.

Available from—Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Accountability, Administrative Personnel, Administrator Characteristics, *Administrator Evaluation, Committees, *Evaluation Criteria, *Evaluation Methods, *Higher Education, *Models, *Presidents, Self Evaluation, *Trustees

A model is presented and interpreted by which college and university boards of trustees periodically assess and evaluate key academic administrators, including presidents, vice presidents, and deans. Evaluation is defined as a process of review to assess the performance of academic administrators and to make a value judgment concerning this assessment. Such review involves the assessment of actual performance, management activity, quality of leadership, and other activities and attributes. The model makes use of an ad hoc evaluation committee that prepares an assessment portfolio. This portfolio contains a self-evaluation statement by the person under review, descriptive and evaluative statements representing the valid interests of various constituencies, and a consensus statement as well as a dissenting or minority statement if any. The board of trustees reviews the assessment portfolio and makes its own definitive evaluation. The review is qualitative and judgmental, based on specific criteria. It deals with any special limitations or great strengths of the administrator that appear critical to a college or university's welfare. (LBH)

ED 129 199 HE 008 292

1976-77 Student Charges at State and Land-Grant Universities (Tuition, Required Fees, Room and Board).

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Finance, Educational Trends, Fees, *Higher Education, *Land Grant Universities, National Surveys, *State Colleges, *State Universities, Statistical Data, *Student Costs, Trend Analysis, *Tuition

Identifiers—Higher Education Price Index Inflation

The annual report on student charges for state and land grant colleges and universities shows substantial increases in student charges over the previous year. The median tuition rose 10 percent for in-state undergraduate students and 12.5 percent for out-of-state students. Increases in room and board and other student fees were substantial but not as high as tuition. Graduate and professional students were most affected by the price increases. Inflation is cited as the primary reason for the increases, which since 1966 have been higher than the rise in the Higher Education Price (HEP) Index constructed by Halstead. The figures indicate that within the last 11 years, state and land grant colleges and universities have been forced to rely to a greater extent on tuition and fees for income because other sources have failed to match inflationary cost spirals. The rise in total charges in the last seven years has been approximately 50 percent. Charts are included showing long-term trends in charges and institutions with the highest and lowest total charges. (LBH)

ED 129 200 HE 008 294

A Survey of Proprietary Schools in Mississippi: Facilities and Postsecondary Educational Programs.

Mississippi State Postsecondary Education Planning Board, Jackson.

Pub Date Jun 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Demand, *Enrollment Rate, Federal Aid, *Higher Education, *Post Secondary Education, *Proprietary Schools, State Surveys, Statewide Planning, Statistical Data, *Vocational Education, *Vocational Schools

Identifiers—*Mississippi

Two questionnaires were developed, one on facilities and facilities-related data and another on instructional programs and instruction-related activities. They were sent to more than 100 schools, with useable returns received from only 26 proprietary schools. Other returns came from schools that were part of programs of public junior colleges or other nonproprietary institutions. It was found that many schools were suspicious about the purpose of the surveys and believed that information about their operations and students could intensify competition among the schools, many of which are fighting for survival. No optimum standards were used in this survey. This attempt was merely to locate available programs and provide a beginning for further data gathering and information activities. Since certain federal benefits for student aid are being provided to the states based upon enrollment ratios, including enrollment of the proprietary schools, the proprietary schools of the state should cooperate fully with the planning board in data gathering activities. (LBH)

ED 129 201 HE 008 298

CASE [Council for the Advancement and Support of Education] Insurance. A Booklet for CASE members Who Are Considering Adding an Insurance Program to Their Alumni Services. The First in a Series of Alumni Service Publications.

Council for the Advancement and Support of Education, Washington, D.C.

Pub Date [76]

Note—20p.

Available from—Council for Advancement and Support of Education, One Dupont Circle, Suites 530/600, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Alumni, *Ancillary Services, *Financial Services, *Health Insurance, Health Services, *Higher Education, *Insurance Programs, Legal Problems, Marketing, Program Descriptions, Program Development, *Special Services

This brochure was prepared because of increasing CASE member interest in the possibility of offering life, health, and automobile insurance programs to alumni as a source of additional income to alumni associations and schools. Ideas and approaches to consider before establishing such programs are offered, but neither specific programs nor legal advice is given. The programs discussed usually use a group insurance approach, and insured alumni have free choice of beneficiary. Specific topics addressed include: basic objectives; marketing; questions to ask; multischool trusts; how to obtain proposals; professional advice; how to avoid problems with alumni; financial considerations; and sample specifications. (LBH)

ED 129 202 HE 008 299

Aberman, Hugh M.

Centennial Class Survey: Four Year Trends. Part 1. Socio-Economic and Current Issues Survey.

Pub Date 15 Nov 74

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, College Majors, *College Role, *College Students, Graduate Surveys, *Higher Education, *Political Attitudes, School Surveys, Sex Differences, Social Influences, *Socioeconomic Influences, *Student Attitudes, Student Characteristics, *Student College Relationship

Identifiers—Shippensburg State College

A four-year examination of the freshman class entering Shippensburg State College in 1970 was made to chart the impact of college on a group of students. Almost 90 percent of the freshman class was initially administered the survey during the pre-school Freshman Orientation Program. A sophomore year retest was given to 75 percent of the sample class, and the final retest was mailed

to all former members of the class, with a 60 percent return. The following conclusions were drawn: (1) Females are important factors in the class response patterns, with their conservative opinions overshadowing the more radical and liberal male views. (2) There is a peak of liberalization of political philosophy that begins to ebb two years after matriculation. (3) By the final testing there is no longer evident any automatic matching of political party, philosophy, and issue. (4) Males, in contrast to females, through the senior year of testing show a decrease in agreement with parents' political views. (5) There remains a strong, continuous conservative orientation in class responses. (6) Home and dormitory residents are more conservative in outlook than students living off-campus. (7) Curriculum major correlates with attitude, with liberal attitudes more evident among arts and science and business administration students. (Author/LBH)

ED 129 203 HE 008 301

Seinger, William B.
Liberal Arts and Career Development.
Pub Date [76]
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Basic Skills, *Career Planning, *College Role, *Curriculum Development, Educational Accountability, *Educational Responsibility, General Education, *Higher Education, *Job Skills, *Liberal Arts, Transportation, Vocational Education

Education continues to be blamed for many of society's ills and the liberal arts and the occupational training advocates continue to argue about which is more important. What is needed is a new perspective that focuses on education as the acquisition of basic and general skills rather than the acquisition of either knowledge per se or narrow technical skills alone. Skill is defined as the ability to use one's knowledge effectively and readily in execution or performance; career is defined as a course of continued progress, a profession, or calling. Their interrelationship is pyramidal, with skills leading toward careers. It is suggested that emphasis is needed on basic general skills, with efforts made to show students how these can be applied to certain career jobs in a practical way. Experiential learning opportunities to supplement a student's academic work are advocated. An example of a liberal arts college offering a specialty in transportation planning and analysis is given, and recommended courses are listed. (LBH)

ED 129 204 HE 008 302

Barella, Richard V.
Graduate Service Assistants: A Research Report.
Ball State Univ., Muncie, Ind.
Pub Date 76
Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Career Planning, *Educational Objectives, Graduate Surveys, *Higher Education, *Industrial Arts, *Industrial Education, *Masters Degrees, Program Evaluation, Program Improvement, Questionnaires, Teacher Education, *Teaching Assistants, Teaching Experience, Work Experience

Data are presented based on a follow-up study of graduate service assistants who received a master's degree in industrial education from Ball State University from 1953 through 1973. A total of 143 (97 percent) of these individuals returned usable questionnaires containing data related to their career patterns as well as evaluative data that contributed to assessing the effectiveness of both the graduate assistantship program and the master's program in industrial education. Most of the respondents majored in industrial arts education while pursuing the bachelor's degree and entered the assistantship and master's programs with little or no teaching experience. Many gained prior work experience in industry. The evaluative data indicated that both programs generally met the needs of and contributed to the career development of service assistants. The data also indicated that the primary goal of the master's program was to prepare individuals for teaching positions in industrial arts education. Respondents were generally satisfied with the course offerings, although service assistants also felt that more attention should be given to courses reflecting the broader aspects of industry and technology. Recommendations for improving the programs are included. (Author/LBH)

ED 129 205 HE 008 303

Faculty Handbook. Regis College.
Regis Coll., Weston, Mass.
Pub Date 15 Aug 76
Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Administrative Organization, *Administrative Policy, *College Faculty, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, *Higher Education, Job Analysis, Leave of Absence, *Personnel Policy, *Private Colleges, Sabbatical Leaves, Teacher Responsibility

Identifiers—*Faculty Handbooks, *Regis College
Regis College policies and procedures are described in this 1976 faculty handbook. Chapter 1 covers college organization and governance, including roles of academic officers and committees. Specific faculty data are presented in Chapter 2, such as definition of academic ranks and titles, recruitment and appointment, promotion, tenure, review, severance, duties and responsibilities, student advising, professional ethics, service to the institution, workload, professional growth and development, community service, political activity, outside employment, academic freedom, grievances, institutional supports, research supports, sabbatical leaves, leaves or absence, fringe benefits, and honors. Chapter 3 deals with professional librarians, and Chapter 4 concerns equal employment opportunity policy. (LBH)

ED 129 206 HE 008 304

Oxnam, Robert B.
University Outreach Programs on East Asia: Linkages with School and Community. Wingspread Report.

Johnson Foundation, Inc., Racine, Wis.
Pub Date Sep 75
Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Asian History, *Asian Studies, *College Role, Conference Reports, *Cultural Interrelationships, *Foreign Culture, *Higher Education, Non Western Civilization, Organizations (Groups), *Outreach Programs, School Community Relationship, Social Responsibility

Identifiers—Wingspread
The Wingspread conference was convened by the National Committee on United States-China Relations, Inc. and the Asia Society to consider how universities and centers for East Asian studies might make knowledge of Asian affairs more available. The intended audiences were secondary schools, the business community, persons interested in world affairs as part of their continuing education as responsible citizens, and the public information media. Representatives of 21 universities met at Wingspread, the education conference center of The Johnson Foundation, to discuss an array of choices relating to outreach. Such outreach methods may include teacher-student relationships, publishing, exhibits, cultural presentations, community forums, use of the electronic media, cooperation with organizations and institutions, or merely people talking to people. The university's role and opportunities were explored, along with case studies in university-community linkages, goals for the future, guidelines, and financial support. (LBH)

ED 129 207 HE 008 305

Aberman, Hugh M.
Centennial Class Survey. Sophomore Year Re-Test. Part One - Current Issues Survey.
Pub Date 74
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Changing Attitudes, College Students, Drug Abuse, Family Background, *Higher Education, *Personal Values, *Political Attitudes, School Surveys, Social Attitudes, Statistical Data, *Student Attitudes, *Student Characteristics

Identifiers—Shippensburg State College
The Centennial Class Survey determines the effects of four years of college experience upon Shippensburg State College's centennial year freshman class of 1970-71. The overall testing program scheduled a sophomore and senior year retest after the freshman year data were collected. Statistics were gathered in the areas of: sex distribution; major; father's occupation; head of household's estimated annual income; parental educational background; geographical area of upbringing; student need to work for expenses; col-

lege board scores; high school class standing; agreement with parental political views; political philosophy; attitudes toward marijuana and heroin laws; personal drug usage; personal alcohol usage; and attitudes toward military draft. The general finding was that in its first two years at Shippensburg the centennial class underwent a change process best described as "conservative-liberalization." Liberal tendencies interacted within the context of persistent traditional values. The relatively large number of female students was still an effective conservative influence within the student body. The prime question for future consideration is what effect the final two years of college will have upon the entire spectrum of changes already noted in this report. (Author/LBH)

ED 129 208 HE 008 306

Aberman, Hugh M.
College Motivation and Clarity of Occupational Choice.

Pub Date 73
Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic Aspiration, *Career Choice, *College Freshmen, *College Majors, *Higher Education, *Occupational Choice, Specialization, *Student Characteristics, *Student Motivation

Identifiers—Shippensburg State College
Specific survey test items were developed to gain greater insight into the school and career motivation of incoming freshmen at Shippensburg State College. The survey was administered to 680 members of the class (73 percent). The percentages of student school major representation in the sample generally reflect those of the total class. The results indicate that almost half of the freshmen have a particular job in mind that motivates their college studies and are looking forward to full-time employment immediately after graduation. Over 80 percent want a freshman or early sophomore year experience with specific courses in their major field of interest. Over one-third of the class believes the most realistic time to choose their major field of study is the first semester of their sophomore year. Over 75 percent want special advisement to help choose their major, in addition to the usual student advisement program for declared majors. Additional analyses of possible relationships between varied background characteristics and the principle questions of this study were provided by the computer program on: income level, father's occupation, drug use, sex, grade-point average, and geographical area. (LBH)

IR

ED 129 209 IR 003 943

Holt, Samuel C. O., Ed.
Radio Information Services for the Print Handicapped; a Handbook for Local Use.
Corporation for Public Broadcasting, Washington, D.C.

Pub Date 75
Note—300p.; For related documents see IR 003 944-5

Available from—Corporation for Public Broadcasting, 1111 16th Street, N.W., Washington, D.C. 20036 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Blind, Educational Radio, Guides, *Information Services, *Manuals, Outreach Programs, Partially Sighted, *Physically Handicapped, Programming (Broadcast), *Radio, Visually Handicapped, Volunteers

Identifiers—*Print Handicapped, Public Radio, Subsidiary Communications Authorization

This handbook discusses radio services delivered to the blind and to other individuals with restricted access to print materials. It consists of four sections: management issues, including planning and finance; programming and outreach services, including recruitment and utilization of volunteers; and technical considerations for using the Subsidiary Communications Authorization subchannel. Contained in the body of some of the sections are reports of experience from existing services around the country. The appendixes contain many of the documents referred to in the handbook. (EMH)

ED 129 210

IR 003 965

Youngren, Ralph P.
Meeting Library Space Needs.
Pub Date Jul 76

Note—11p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976); Library Administration Division, Buildings and Equipment Section

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Library Collections, Library Equipment, *Library Facilities, Microfiche, Microfilm, Microform Readers, *Microforms, Storage

Identifiers—ALA 76

The physical arrangement of reading, storage, and service areas for the microform department of the Joseph Regenstein Library can serve as a case study for the estimation of space requirements for microform storage and retrieval. The library uses mechanical readers at carrel stations, each utilizing 31.5 square feet of floor space. The best methods for storing microforms employ specially constructed metal cabinets or shelves. Direct public access to microfiche collections is impractical, but in small collections it is possible to allow access to film. As collections grow large, it becomes economical to automate retrieval using self-contained or remote controlled equipment. (KB)

ED 129 211

IR 003 974

Trezza, Alphonse F.
Developing a Statewide Library Network.
Minnesota State Dept. of Education, St. Paul.
Library Div.
Pub Date Feb 75

Note—11p.
Journal Cit—Minnesota Libraries; v24 n12 p319-28 Win 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Library Cooperation, *Library Networks, National Programs, State Legislation, *Statewide Planning

Identifiers—*Minnesota, National Commission Libraries Information Science, NCLIS

The first step in establishing a statewide library network in Minnesota is to seek passage of enabling legislation which would create a single network for all types of state libraries. Membership in the network should be voluntary, and control of budgets, staffs, and collections should remain at the local level. Creation of such statewide networks may provide a foundation for building a nationwide library network, as planned by the National Commission for Libraries and Information Science. (EMH)

ED 129 212

52

IR 003 986

Stewart, Blair
Improving the Speed and Comprehensiveness of Interlibrary Access to Periodical Literature.
Final Report.

Associated Colleges of the Midwest, Chicago, Ill.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Report No.—L-0109-JA

Pub Date Apr 76
Grant—OEG-0-74-7311

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Libraries, Library Collections, Library Cooperation, *Periodicals, Public Libraries, *Regional Libraries, *Union Catalogs, University Libraries

Identifiers—Associated Colleges of the Midwest, Illinois (Chicago), Periodical Bank

The Associated Colleges of the Midwest Periodical Bank is a service which provides interlibrary access to periodical literature in the Chicago metropolitan area. By maintaining a dedicated collection of the most heavily requested periodicals and having access to the collections of all cooperating libraries, the Periodical Bank can provide photocopies of articles on request while reducing the necessity for each library to maintain and access comprehensive collections. The Bank's speed and rate of success in filling requests have been improved by studying requests to identify which periodicals should be in the Bank. A selective union catalog is being developed which will further improve the service and the economy possible through this cooperative arrangement. (KB)

ED 129 213

95

IR 003 989

Patrick, Ruth J.
An Annotated Bibliography of Recent Continuing Education Literature.

Continuing Library Education Network and Exchange, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76
Contract—NIE-C-74-0027

Note—223p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made out to "Box E" for \$5.00 must accompany order; 57-page paper plus 2 microfiche)

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—*Adult Education, Annotated Bibliographies, Continuing Education Units, Continuous Learning, Higher Education, Information Needs, Institutional Role, Instructional Technology, Librarians, *Library Education, Library Technicians, Literature Reviews, Media Specialists, Performance Based Education, *Professional Continuing Education, Secondary Education

Identifiers—CLENE, *Continuing Library Education Network and Exchange

This survey of the literature relevant to the promotion of continuing education for library, media, and information personnel was gathered by the Continuing Library Education Network and Exchange (CLENE), whose purposes and accomplishments also are reviewed in the document. The bibliography itself contains 396 references, divided into 6 general topic areas: (1) network models, institutional roles, and issues in continuing education; (2) needs assessment; (3) resources; (4) guidelines for program planners; (5) descriptions of continuing education programs; and (6) adult education. Material from fields outside of librarianship is included under most topics. An introductory essay gives an overview of the contents of the entire body of literature and an appendix, of varying print quality, provides abstracts of all items cited in the bibliography. (KB)

ED 129 214

IR 003 990

Bolt, Janice, Ed.
School Media Services; Copyright/Cooperation.
Illinois State Library, Springfield.

Pub Date Sep 76
Note—46p.
Journal Cit—Illinois Libraries; v58 n7 p533-74 Sep 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Copyrights, *Library Cooperation, Library Networks, Public Libraries, *Reprography, *School Libraries

Identifiers—Fair Use, Illinois, Multitype Library Cooperation, School Public Libraries

In this journal issue six short articles concerning copyright law and practice are teamed with twelve others about cooperative experiences in Illinois libraries. The doctrine of "fair use," which limits the copyright owner's exclusive rights, is the subject of perspectives by an educational media publishing company and a library. The implications of copyright law revision on photocopying practice, the proposed new copyright law, and two bibliographies are discussed in the remaining copyright articles. Case reports of a variety of in- and between-school library programs, a discussion of the Illinois Library and Information Network (ILLINET), a description of a school-community library planned jointly by a school board and public library, plus reports from a media center and a public library constitute the articles illustrating library cooperation. (KB)

ED 129 215

IR 003 991

Howard, Edward N.
Public Libraries and the Planning Process: In Search of Goals, Objectives, and Priorities.

Pub Date 20 Jul 76
Note—7p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Information Services, Library Planning, Library Programs, Library Services, *Models, *Public Libraries, *Public Relations, Systems Approach

Identifiers—ALA 76

A velcro board presentation of an input-output model, illustrating the public library as a community information system, can be used to define the library to citizen taxpayers. The major input to the system is tax dollars and its basic components are librarians, recorded information, facilities, and equipment. The output depends on the library's purposes, which must be defined and prioritized through library-citizen interaction. The library can be passive, letting output occur through the initiation of motivated citizens; or it can be active, generating programs aimed at meeting citizen needs and attacking local problems. (KB)

ED 129 216

IR 003 992

Organization and Staffing of the Libraries of Columbia University; a Case Study.

Booz Allen and Hamilton, Inc., Washington, D.C.
Spons Agency—Association of Research Libraries, Washington, D.C.

Pub Date 73

Note—210p.; For related document see Summary of the Case Study, ED 061 948

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$12.00, prepaid)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Case Studies, *Library Administration, Library Planning, Management, Personnel Needs, Research Libraries, Staff Role, *Staff Utilization, University Libraries

Identifiers—*Columbia University Libraries

This case study of the libraries at Columbia University analyzes the libraries against the backdrop of contemporary trends in higher education. New management styles and approaches to the utilization of professional personnel are recommended. The report presents detailed suggestions for implementing the change recommendations. (KB)

ED 129 217

IR 003 993

Gardner, Jeffrey J. Webster, Duane E.
The Formulation and Use of Goals and Objectives Statements in Academic and Research Libraries.
Association of Research Libraries, Washington, D.C. Office of Univ. Library Management Studies.

Pub Date Aug 74

Note—45p.; Office of University Library Management Studies Occasional Papers, volume 3 number 3

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00, prepaid)

Document Not Available from EDRS.

Descriptors—College Libraries, *Guidelines, *Library Administration, Management, *Management by Objectives, Management Systems, Objectives, Organizational Change, Personnel Management, Research Libraries, Staff Role, Systems Approach, University Libraries

Management principles and guidelines for the development of goals and objectives in the academic or research library are formulated. The intent of the goal statements is to draw on the management-by-objectives (MBO) techniques to develop a series of principles and guidelines which libraries can consider, evaluate, and adapt for local use. Sample mission statements, overall objectives, library department goals, and library unit goals are provided in the appendices. A selected bibliography is included. (JY)

ED 129 218

IR 003 994

Rosenberg, Kenyon C. Daskey, John S.
Media Equipment; a Guide and Dictionary.

Pub Date 10 Sep 76

Note—190p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$11.50)

Document Not Available from EDRS.

Descriptors—*Audio Equipment, Audiovisual Aids, *Criteria, Dictionaries, Eight Millimeter Projectors, *Equipment Evaluation, Filmstrip Projectors, *Guides, Opaque Projectors, Overhead Projectors, Performance Specifications, *Projection Equipment, Sixteen Millimeter Projectors, Video Equipment

Identifiers—Media Equipment

To help educational media professionals in the task of equipment evaluation and selection, this book contains general and type-specific selection criteria for 13 items of audiovisual equipment.

Also included are principles of operation and specific tests to assess equipment quality. An extensive dictionary of technical media equipment terms likely to be encountered in manufacturers' statements is presented. Names and mailing addresses of noncommercial organizations which offer audiovisual equipment services are also listed in the dictionary. Diagrams, sample equipment evaluation checklists, and a bibliography are included in the text. (KB)

ED 129 219 IR 003 995

Regazzi, John J. Hersberger, Rodney M.

Library Use and Reference Service: A Regression Analysis.

Pub Date Jul 76

Note—20p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Library Reference Services, Personnel Needs, Statistical Analysis, University Libraries, *Use Studies

Identifiers—ALA 76, Northern Illinois University

The hypothesis that there exists a strong linear relation between reference service and library use was strongly supported by data from Northern Illinois University Library. Hourly counts of people using the reference room, total number of direction and location questions asked, and total number of reference questions asked were randomly sampled. Regression analysis tests of the relationships between the total number of questions asked and room use, reference questions and room use, and direction questions and room use all showed significant linear relationships. Library use patterns might, therefore, be useful in planning reference service staffing. (KB)

ED 129 220 IR 003 996

Cottam, Keith M.

Professional Specialists in Academic Libraries.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date Jun 76

Note—6p.; Office of University Library Management Studies Occasional Papers, Volume 4 number 1

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$2.00, prepaid)

Document Not Available from EDRS.

Descriptors—Librarians, Library Administration, Library Automation, Personnel Needs, Professional Personnel, *Research Libraries, *Specialists, Staff Utilization, *University Libraries

As research libraries have grown, a trend has developed to recruit specialists to support the administrative and technical functions of the library. Business, planning, automation, personnel, and facilities specialists are among those currently employed. Libraries which utilize such specialists experience significant gains in flexibility to provide for greater operational efficiency. Evidence suggests that the number of nonlibrarian specialists employed by libraries will increase and include new areas of expertise. (KB)

ED 129 221 IR 003 997

Yarborough, Larry N.

Performance Appraisal in Academic and Research Libraries.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date May 75

Note—6p.; Office of University Library Management Studies Occasional Papers, Volume 3 number 1

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$2.00, prepaid)

Document Not Available from EDRS.

Descriptors—Administrator Evaluation, Librarians, *Library Administration, Performance, *Personnel Evaluation, Research Libraries, University Libraries

Identifiers—Performance Appraisal

There is a need for increased efficiency and effectiveness in the employment of the library's human resources. Performance appraisal can serve as a basis for salary and advancement decisions, career development, and performance im-

provement. Three criteria for performance appraisal can be distinguished: (1) the trait approach, (2) the job description approach, and (3) the objectives approach—the most specific of the three. Appraisals can assign ratings or provide a narrative statement, but technique and criteria should be chosen according to the purpose of the appraisal. Traditionally, supervisors perform the appraisal duties; peer evaluations, employee evaluations of supervisors, or evaluations by objectives are available alternatives. (KB)

ED 129 222 IR 003 998

Fourth Annual Report of the Association of Research Libraries Office of University Library Management Studies.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date Dec 74

Note—11p.

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$1.00, prepaid)

Document Not Available from EDRS.

Descriptors—Annual Reports, Library Administration, *Professional Associations, *Research Libraries, University Libraries

Identifiers—ARL, *Association of Research Libraries, Office of University Library Management Studies

The 1974 activities of the Office of University Library Management Studies included the review and continued improvement of the Management Review and Analysis Program, a technique for the self-evaluation of library organization and performance. The services of the Systems Procedure and Exchange Center, a center for the sharing of information on current library administrative practices, were expanded to provide on-demand file analysis, the execution of requested surveys, and the maintenance of standing orders for their published kits. In addition to publishing papers on library administration topics, the Office also sponsored a study of machine readable data base information services and held various workshops and training sessions. (KB)

ED 129 223 IR 003 999

Fifth Annual Report of the Association of Research Libraries Office of University Library Management Studies.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date Dec 75

Note—14p.

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$1.00, prepaid)

Document Not Available from EDRS.

Descriptors—Annual Reports, *Library Administration, *Library Research, Management, Publications, Research Libraries, University Libraries

Identifiers—ARL, *Association of Research Libraries, Management Review and Analysis Program, MRAP, Office of University Library Management Studies

Future directions for the Office of University Library Management Studies include the development and extension of new applications of their Management Review and Analysis Program (MRAP). A management audit, which would telescope MRAP into a diagnostic tool for use by research libraries, and the Services Development Program, which would provide a procedure for libraries to assess and prioritize their service obligations, are being planned. A cooperative analytic procedure whereby several libraries would investigate the same question is also being considered for development. In pursuit of its function as information collector and disseminator, the Office has published the "Occasional Papers" series and operated the Systems and Procedures Exchange Center, which itself has published a number of SPEC Kits in addition to responding to specific assistance requests. A summary history and description of Office programs and publications is appended to the report. (KB)

ED 129 224 IR 004 000

Frankie, Suzanne O., Comp. And Others

ARL Statistics, 1974-1975; A Compilation of Statistics from the Ninety-Nine Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Librarians, Library Collections, Library Expenditures, Microforms, Periodicals, *Research Libraries, Serials, *Statistical Data, Surveys, *Tables (Data), University Libraries

Identifiers—ARL, *Association of Research Libraries

This statistical summary presents data on the library collections, interlibrary loans, expenditures, personnel, and Ph.D. programs from the 99 university and non-university members of the Association of Research Libraries (ARL). A separate table describes microform holdings by type. Member libraries are rank ordered on the following 13 factors: volumes in library, volumes added, microform holdings, current periodicals, professional staff, nonprofessional staff, total staff, materials expenditures, materials and bindings expenditures, salaries and wages, total expenditures, total items loaned, and total items borrowed. (KB)

ED 129 225 IR 004 001

Frankie, Suzanne O., Comp.

Academic Library Statistics, 1973-1974; A Compilation of Statistics from the Eighty-Two University Library Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date 74

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Interlibrary Loans, Library Collections, Library Expenditures, *Library Surveys, Microforms, Periodicals, Personnel, *Statistical Data, Tables (Data), *University Libraries

Identifiers—ARL, *Association of Research Libraries

Presented are results of a survey which collected statistics for 1973-74 library operations in the 82 Association of Research Libraries (ARL) academic library members. Data tables cover the following categories: (1) collections; (2) interlibrary loans; (3) expenditures; (4) personnel; (5) microform holdings; and (6) rank orderings for each of these categories. (EMH)

ED 129 226 IR 004 002

Frankie, Suzanne O., Comp.

ARL Annual Salary Survey, 1973-1974.

Association of Research Libraries, Washington, D.C.

Pub Date 74

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Librarians, Library Expenditures, Library Surveys, *Research Libraries, *Salaries, Statistical Data, Tables (Data), *University Libraries

Identifiers—ARL, *Association of Research Libraries

Presented are results of a salary survey covering professional positions in member libraries of the Association of Research Libraries (ARL). Tabular summaries are provided for: (1) salary ranges; (2) relationship of salaries to total expenses; (3) median and beginning salaries in member libraries; and (4) rank ordering of both beginning and median salaries for university libraries. Data cover the 1973-74 and 1974-75 academic years. (EMH)

ED 129 227 IR 004 003

Downs, Robert B. Heussman, John W.

University Library Statistics; Assembled for the Joint Committee on University Library Standards of the Association of Research Libraries and the Association of College and Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date 69

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Higher Education, Law Libraries, Library Administration, Library Collections, Library Expenditures, Library Services, Medical Libraries, *Statistical Data, *Surveys, Tables (Data), *University Libraries

Identifiers—Canada, United States

A 1969 survey of 50 leading American and Canadian university libraries collected data in the following categories: resources, personnel,

finances, space, public services, administration, and professional school libraries. This summary report provides extensive tabular data in five broad categories: (1) summary tables; (2) institutional rank; (3) institutional data; (4) law libraries; (5) medical libraries; and (6) staff eligibility, benefits, and status. (EMH)

ED 129 228 IR 004 004

Sinclair, Dorothy

Central Ohio Information Network Resources and Strategies for Improved Library Service.

Central Ohio Interlibrary Network, Mansfield.

Pub Date 72

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Demography, Library Collections, Library Cooperation, *Library Networks, *Library Planning, Library Services, *Regional Planning, *State Surveys, Tables (Data), Use Studies

Identifiers—*Central Ohio Information Network, COIN, Ohio

A network of 13 Central Ohio libraries undertook a survey to determine: (1) which library services and resources are best provided on a regional basis; (2) which library services and resources are best delivered on a local basis; and (3) what plan for regional cooperation in service delivery is most effective. This summary report contains a description of the Central Ohio region, descriptions of local libraries, a census of library collections, and recommendations for regional network planning. Information for the report was obtained through onsite visits, observation, checking holdings, counting users and distributing questionnaires. Tables in the report cover population, regional products, employment, use patterns, network library income rankings, and comparisons of holdings in reference, selected topics and periodicals. (EMH/KVR)

ED 129 229 IR 004 005

Subject Access Project; First Quarterly Progress Report.

Syracuse Univ., N.Y. School of Information Studies.

Pub Date Sep 76

Note—16p.; Includes Occasional Newsletter no. 1, August 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cataloging, *Experimental Programs, Humanities, *Indexing, Information Retrieval, Library Research, Social Sciences, *Subject Index Terms, University Libraries

Identifiers—Machine Readable Cataloging, *MARC, *Subject Access

An attempt is being made to improve subject access to monographs by augmenting MARC (Machine Readable Cataloging) records. Working with a sample of books drawn from the collections of the University of Toronto and comprising a number of subject areas in the humanities and social sciences, the project plans to enlarge the MARC description by using a set of decision rules for selecting words and phrases found in the index and/or the table of contents. This first quarterly report for the period June to August 1976 describes the sample of selected monographs, summarizes the project budget to date, and projects activities for the future. (EMH)

ED 129 230 IR 004 006

Bayley, Linda, Comp. And Others

ABE: Guide to Library Materials.

Texas Univ., Austin. Div. of Extension.

Pub Date Nov 75

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Basic Education, *Annotated Bibliographies, Guides, High Interest Low Vocabulary Books, Information Dissemination, Information Sources, Instructional Materials, Library Collections, *Library Materials, Media Selection, Readability, Recreational Reading

To help educators and librarians meet the demands of adult basic education students, a guide was prepared which: (1) discusses criteria for selecting materials for use in adult education classes; and (2) includes an annotated bibliography of materials appropriate to adult learners. Selection considerations included: (1) interest in subject area; (2) readability; (3) format; and (4) organization. The bibliography includes titles and content summaries for materials in the following areas: (1) informational materials; (2) leisure

reading; (3) instructional materials; (4) professional materials for teachers and librarians; and (5) resources for keeping up-to-date. (EMH)

ED 129 231 IR 004 007

Jones, Clara Stanton

The First Step Into ALA's Second Century.

American Library Association, Chicago, Ill.

Pub Date Jul 76

Note—7p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Librarians, *Library Associations, Library Role, Speeches

Identifiers—ALA 76, *American Library Association

The library should not be separated from the greater society. Following the internal, philosophic upheavals of the 1950's and 60's, the membership of the American Library Association (ALA) is now attentive to the changing needs of the society. Libraries should gain more public recognition to improve their position in budget allocations and planning. This concluding address of the 1976 ALA Annual Conference summarizes current problems facing American libraries and suggests strategies for future growth. (EMH)

ED 129 232 IR 004 008

Lushington, Nolan

Library Interior Design; Selecting a Designer and Communicating About Design.

Pub Date Jul 76

Note—15p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Architects, *Building Design, Guidelines, *Interior Design, *Libraries

Identifiers—ALA 76

Economical design and smooth functioning of libraries require detailed preplanning before the architect begins to draw. This preplanning and coordination can be facilitated by an interior designer deft in communication skills and willing to become acquainted with library functions. Flow charts, spatial analysis, and layouts are useful tools to ensure that architectural designs reflect the needs of their eventual users. This monograph discusses preplanning and design of libraries, appropriateness of library environment, and possible ways to reorganize the structure of community libraries. (EMH)

ED 129 233 IR 004 009

Hightower, Monteria

Commonalities and Diversities in Public Library Programming in a Pluralistic Society, Serving our Ethnic Publics.

Pub Date Jul 76

Note—10p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ethnic Groups, *Interpersonal Relationship, Library Planning, *Library Programs, Library Services, Minority Groups, Public Libraries

Identifiers—ALA 76

To be effective with the public, librarians should develop communication skills, should be accepting of their communities, and should be sensitive to the client's need for status. Previous International Federation of Library Associations guidelines have stated service standards for ethnic communities with greater than 500 residents, but more emphasis needs to be placed on interpersonal relations. Librarians should be sensitized to the needs of ethnic individuals, a goal which can be achieved by inviting representatives of ethnic communities to participate in identifying needs, planning programs, and evaluating processes. (EMH)

ED 129 234 IR 004 010

Kaske, Neal K. Thompson, Donald D.

A Report on the Moffitt Undergraduate Library Book Theft Study.

California Univ., Berkeley. Univ. Libraries.

Pub Date Mar 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Book Theft, Cost Effectiveness, Costs, Library Collections, Library Equipment, Library Research, *University Libraries

Identifiers—Book Security Systems, Moffitt Undergraduate Library, University of California Berkeley

A study was conducted at the Moffitt Undergraduate Library of the University of California at Berkeley to determine the extent and the cost of book losses due to theft and to determine the cost-effectiveness of book security systems. A sample inventory was taken and the theft rate (13.7%) was statistically derived. The rate of loss was translated into a cost figure, projected over time, and compared with the cost of book security systems. It was shown that the cost of installing and operating a security system was far less than the projected cost of book thefts. (EMH)

ED 129 235 IR 004 011

Wessling, Julie

Interlibrary Loan: A Guide for Access to the World's Literature. Publication No. 16.

Colorado State Univ., Ft. Collins. Libraries.

Pub Date Sep 74

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Guidelines, *Interlibrary Loans, *University Libraries

Identifiers—*Colorado State University

Guidelines were developed for the use of interlibrary loans at Colorado State University libraries. Procedures are enumerated for borrowing books, journal articles, theses, dissertations, government documents, and technical reports. (EMH)

ED 129 236 IR 004 012

Guidelines for Applications and Proposals; Project Grants Program under the Library Services and Construction Act (Public Law 91-600).

Connecticut State Library, Hartford.

Pub Date Jun 76

Note—25p.; Prepared by the Department of Planning, Audit-Review and Research

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Federal Aid, Federal Programs, Financial Support, Grants, Guidelines, Libraries, *Program Proposals, *Project Applications, *Public Libraries, State Federal Support Identifiers—*Library Services and Construction Act, LSCA

Guidelines detail the procedures for applications and proposals for project grants under Title I and III of the Library Services and Construction Act (LSCA)—grants intended to expand public library services, aid libraries for the institutionalized and handicapped, and support efforts at interlibrary cooperation. The guidelines provide: (1) background information about the purpose of the project grants program, LSCA project types and priorities, criteria used to judge project proposals, eligibility, matching funds necessary under the act, and application periods; (2) application procedures, including preliminary proposal, review by the State Advisory Council on libraries, and possible follow-up and/or final proposal; (3) proposal format; (4) federal grant requirements and procedures, including determination of grant year, funding, final reports, progress reports, interim reports, extensions and evaluation. (EMH/KVR)

ED 129 237 IR 004 013

Flood, R. Kevin

The New Kid on the Block.

National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.

Pub Date Jul 76

Note—19p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Archives, *Audiovisual Centers, Federal Government, Film Libraries, *Government Role, Instructional Media, *Library Standards, National Programs, Program Descriptions, Speeches

Identifiers—ALA 76

Because the National Archives did not have the capacity to manage the volume of films produced by government agencies in recent decades, in 1969 the National Audiovisual Center was created. Its function is to act as a distributor on behalf of federal agencies and to provide information on all federally produced audiovisual titles. The Center is composed of three branches: (1) information; (2) marketing; and (3) distribution. The collection is composed predominantly of 16mm film, and holdings are divided into 26

subject areas. Film contents are very specific in nature and are generally useful for curriculum enrichment. Future plans include the development of a comprehensive data file of federally produced audiovisual materials. (EMH)

ED 129 238 IR 004 014

Klassen, Robert

Evolution of Guidelines for Information Services.

Pub Date Jul 76

Note—5p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation, Guidelines, *Information Services, *Library Reference Services, Library Standards, Speeches

Identifiers—ALA 76, American Library Association

Despite the frequency with which library reference services are evaluated, there is a dearth of guidelines for the operation and evaluation of reference services. An American Library Association committee investigated the issue and made recommendations for improved reference operations, but the nature of information retrieval is rapidly changing, and the information needs of library users are subject to constant modification. Work towards refining reference service standards needs to continue. (EMH)

ED 129 239 IR 004 015

CSU Library-Ese; a Glossary of Initialisms, Terms, Acronyms, Phrases, etc.

Colorado State Univ., Ft. Collins. Libraries.

Pub Date 75

Note—43p.; Colorado State University Libraries Publication No. 17

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Abbreviations, *Glossaries, *Library Science, Library Services, Library Technical Processes, University Libraries, Vocabulary

This glossary includes definitions of words, acronyms, initialisms, and phrases which are used generally in librarianship or specifically in the Colorado State University (CSU) Libraries. Many definitions are taken directly from the "American Library Association Glossary" but others, specific to the CSU Libraries, are taken from the department or division of their origin. (EMH)

ED 129 240 IR 004 016

Becker, Joseph

A National Approach to Scientific and Technical Information in the United States.

National Science Foundation, Washington, D.C. Div. of Science Information.

Pub Date 4 Jul 76

Contract—NSF-C-963

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Futures (of Society), Information Dissemination, Information Needs, *Information Science, *Information Services, *National Programs, Policy, Policy Formation, Sciences, *Scientific Research, Scientists, Technology

Identifiers—Scientific and Technical Information, STI

Over the past 30 years, science has placed great stress on the importance of scientific and technical information (STI) to the individual scientist. The Baker, Crawford, Weinberg, SATCOM, Greenberger, and Conference Board reports extended this objective by emphasizing the need for new supporting methodology and by pointing out the critical importance of STI to the nation as a whole. A review of the recommendations of these studies and reports and the implications of the new directions of science suggest that we need: (1) a locus of responsibility for making science information policy at the national level; (2) a dynamic, federally funded research and development program; and (3) a voluntary organizational mechanism for coordinating STI activities in the public and private sectors. The office of the President's Science Advisor would be a natural home for (1) a Panel on Science Information Policy responsible for examining STI policy issues affecting the public and private sectors, and (2) an institute with which STI elements in the public and private sectors could voluntarily affiliate. The National Science Foundation's Division of Science Information should be charged with explicit national research and coordination responsibilities for STI, including explicit research priorities consistent with national priorities and the new directions of science. (Author/PF)

ED 129 241

Smith, James D., Jr. And Others

Project CIVTEC: A State-Wide Curriculum Development Project in Engineering Technology.

South Carolina State Board for Technical and Comprehensive Education, Columbia.

Pub Date Apr 76

Note—14p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Civil Engineering, Curriculum Development, *Engineering Education, *Engineering Technicians, Individualized Instruction, Instructional Design, Multimedia Instruction, *State Programs

Identifiers—AECT 76, South Carolina

The CET (Civil Engineering Technology) project was a statewide curriculum development effort to develop an instructional format to train civil engineering technicians in South Carolina. It was designed to: (1) identify specific job competencies; (2) develop an individualized, self-paced instructional format complete with software and equipment; and (3) test and validate all items being developed. This report offers background information, describes the curriculum that was developed, and summarizes the result of the project evaluation. (EMH)

ED 129 242 95 IR 004 018

Viceli, Louis And Others

Guidelines for the Selection, Training, and Placement of Blind Persons in Information Service Expediting.

Southern Illinois Univ., Carbondale. Rehabilitation Inst.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—DHEW-RSA-G-45-P-81060/5-01

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Blind, Conference Reports, *Employment Opportunities, Futures (of Society), *Guidelines, *Information Scientists, Information Services, Job Placement, Occupational Choice, Selection, Telecommunication, Training

Identifiers—*Information Service Expediting

A potentially suitable job for the college educated blind person is that of an Information Service Expediting (ISE), an occupation which uses telecommunications equipment to provide clients with information services. A conference was held to develop specific guidelines for the selection, training, and placement of blind persons as ISE's. Papers developed at the conference covered the following areas: selection, training, placement, present and future trends, and job restructuring. (EMH)

ED 129 243 IR 004 019

Spencer, Herbert Reynolds, Linda

Factors Affecting the Acceptability of Microforms as a Reading Medium.

Royal Coll. of Art, London (England).

Pub Date Feb 76

Note—91p.; Prepared by Readability of Print Research Unit

Available from—Royal College of Art, 6 A Cromwell Place, London SW7 2NJ, England (3 pounds, English money)

Document Not Available from EDRS.

Descriptors—Equipment Evaluation, Information Sources, Literature Reviews, Media Selection, Microform Readers, *Microforms, *Readability, Research Needs, State of the Art Reviews, *Use Studies

Based on visits to representative microform users and an extensive survey of relevant literature, a study was undertaken to assess the relative importance of factors affecting the acceptability of microforms as reading mediums. The following variables were considered: (1) microform characteristics; (2) equipment design; (3) work station design; (4) job characteristics; and (5) user characteristics. This report reviews the methodology employed, summarizes findings, and makes recommendations. (EMH)

ED 129 244 IR 004 020

Young, Carl J. And Others

TRAIDEX Needs and Implementation Study. Final Report (April 1975-April 1976).

SoftTech, Inc., Waltham, Mass.

IR 004 017

Spons Agency—Advanced Research Projects

Agency (DOD), Washington, D.C.

Report No.—ARPA-2932; SoftTech-002-AB

Pub Date 14 May 76

Contract—ARPA-MDA-903-75-C-0244; SoftTech-C-1020; SoftTech-C-1020-2

Note—159p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Cost Effectiveness, Educational Programs, Feasibility Studies, Information Needs, *Information Retrieval, Information Sources, *Information Systems, *Instructional Materials, Instructional Media, Instructional Systems, Learning Modules, *Military Training, Technical Education, Training Objectives

Identifiers—TRAIDEX, *Training Resource Application Information Data Ex

An information system, called the Training Resource Applications and Information Data Exchange (TRAIDEX) system, was designed to allow developers of military technical training courses to have access to an automated catalog of validated course units that are available for interservice sharing. The design is based upon the information needs of technical course developers as revealed by a series of field interviews at over a dozen training headquarters, development sites, and research facilities in three services. The automated catalog allows inquirers to search for units of previously developed technical training courseware based on index descriptors. A cost-benefit analysis of the program was undertaken. (EMH)

ED 129 245 IR 004 021

TRISNET; a Network of Transportation Information Services and Activities.

Department of Transportation, Washington, D.C. Office of the Assistant Secretary for Systems Development and Technology.

Report No.—DOT-TST-76-87

Pub Date Jun 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Federal Government, Information Services, *Information Systems, *Networks, *Transportation

Identifiers—*Transportation Research Information Services, TRISNET

A national Transportation Research Information Services Network (TRISNET) is being developed by the Department of Transportation (DOT) linking libraries, data bases, and retrieval services with DOT information activities. Core services provide switch and referral, indexing and abstracting, online retrieval, and document delivery. (JY)

ED 129 246 IR 004 022

Chitwood, Julius R.

Anticipating the Effects of Library Systems and Networks on Space Requirements-Special Processing.

Pub Date Jul 76

Note—9p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Libraries, Library Automation, *Library Facilities, Library Networks, Library Services, *Library Technical Processes, Microforms, *Space Utilization

Identifiers—ALA 76

When assessing the possible impact of library technical processes on library space utilization in the future, it should be taken into account that the role of libraries as book and document depositories is being replaced by the emerging role of information delivery systems. Miniaturization and new technology may decrease space needs, but in most cases each activity will be replaced with another just as space consuming. The greatest savings possible from these activities is to make it possible to provide more public service time either in staff assignments or improved tools for use by public service staff and the public. (Author/EMH)

ED 129 247 52 IR 004 023

Penland, Patrick R.

Librarian as Learning Consultant.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 76

Note—212p.; For a related document see IR 004 042

Available from—Book Center, University of Pittsburgh, Pittsburgh, Pennsylvania 15213 (\$7.00)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Communication (Thought Transfer), Community Resources, Consultants, *Continuous Learning, *Educational Resources, Independent Study, Learning Theories, *Librarians, *Library Extension, Library Programs, *Library Role, Outreach Programs, Staff Improvement

The following skills are required for librarians to serve effectively as learning consultants: (1) analyze social and educational trends and discern learning needs; (2) analyze the competencies needed by librarians; (3) identify methods appropriate to achieve self-learning goals; (4) design learning sequences; (5) given client characteristics, identify a plan for continuing learning; and (6) design inservice training for librarians based on learning psychology and communications methods. This text includes essays and bibliographies which address various aspects of this changing role of the librarian. (EMH)

ED 129 248 IR 004 024

Huber, C. Edward And Others

[Report of Staffing Recommendations for Virginia Institutions of Higher Education.]

Virginia State Council of Higher Education, Richmond.

Pub Date 15 Jun 76

Note—31p.; For a related document see ED 027 040

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Libraries, Higher Education, Junior College Libraries, *Librarians, Library Research, *Library Surveys, *Personnel Needs, *Staff Utilization, University Libraries

Identifiers—Academic Library Staffing, *Virginia
The current formula for staffing libraries and resource centers in Virginia public institutions of higher learning was examined by a subcommittee of library directors. Questionnaires were mailed to relevant institutions to collect information regarding: (1) input variables; (2) staffing needs as perceived by the directors of the institutions; and (3) current staffing data. Pearson product moment correlations were used to aggregate the data. A modified version of a staff formula previously used by the State University of New York was recommended to the State Council of Higher Education for Virginia. (EMH)

ED 129 249 IR 004 025

Ashford, John And Others

Co-operation in Library Automation; the COLA Project.

London and South Eastern Library Region (England).

Spons Agency—British Library, London (England). Research and Development Dept.

Report No.—OSTI-R-5225

Pub Date 75

Grant—BLR-D-SI/G/120

Note—6p.; Summary only of a 75 page book published in England

Available from—Complete book, London and South Eastern Library Region, 9/10 Alfred Place, London WC1E 7EB, England (OSTI Report no. 5225; ISBN-0-903764-05-9; 2.70 English pounds)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Programs, Computers, *Library Automation, *Library Cooperation, Models

Identifiers—*British Library, Minicomputers, United Kingdom

The first stage of a study on the potential for collaborative development in library automation involved a study of more than 150 recent reports and papers, and visits to library sites in the United Kingdom, Scandinavia, West Germany, and the United States. Systems models were advanced to provide a basis for testing development proposals. Further study was recommended on the following topics: (1) minicomputer based library package systems; (2) the problems of handling non-MARC materials in computerized systems; and (3) the potential for a library oriented computer language. It was concluded that cooperation in library automation is both practical and desirable. (Author/EMH)

ED 129 250 IR 004 026

Clark, D.E. And Others

An Analysis of Computer System Requirements for North Bay Cooperative Library System.

North Bay Cooperative Library System, Santa Rosa, Calif.

Pub Date 76

Note—82p.

Available from—North Bay Cooperative Library System, Third and E Streets, Santa Rosa, California 95404 (\$10.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, Computers, Costs, *Interlibrary Loans, Library Acquisition, *Library Automation, *Library Circulation, *Library Networks, Public Libraries, Union Catalogs

Identifiers—California (San Francisco Bay Area), North Bay Cooperative Library System

A six-month study was conducted to determine the library automation system requirements of the North Bay Cooperative Library System in Northern California. Six areas of possible automation were identified: (1) circulation; (2) interlibrary loan; (3) acquisitions; (4) physical processing and cataloging; (5) union catalog; and (6) film booking. Six currently marketed automated circulation systems were analyzed. A system was recommended, and implementation plans, time lines, and estimated costs were outlined. (EMH)

ED 129 251 IR 004 027

Spannaus, Linda Taby Spannaus, Timothy W.

School Media Programs Handbook for St. Croix, U.S. Virgin Islands.

Saint Croix Library Association, Christiansted, Virgin Islands.

Pub Date 76

Note—33p.; Studies in Virgin Islands Librarianship No. 11; Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Instructional Materials Centers, Librarians, Library Administration, Library Instruction, Library Material Selection, *Library Programs, Library Science, Library Technical Processes, Manuals, Media Specialists, *School Libraries

Identifiers—*Virgin Islands (Saint Croix)

Guidelines are provided for applying standard library procedures, policies, and practices to the unique conditions in St. Croix, United States Virgin Islands, school libraries and media centers. The following policy areas are considered: (1) staff job descriptions; (2) administration; (3) materials selection; (4) organization, circulation, and cataloging; (5) media center instruction; (6) self-produced materials; (7) in-service training; (8) public relations; and (9) maintenance. (EMH)

ED 129 252 IR 004 028

Espinosa-Almestica, Julio

Bookmobiles in the Virgin Islands; a Study of Mobile Library Service in St. Croix, U.S. V.I.

Saint Croix Library Association, Christiansted, Virgin Islands.

Pub Date 72

Note—10p.; Studies in Virgin Islands Librarianship No. 12

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bookmobiles, Library Circulation, Library Services, *Public Libraries

Identifiers—*Virgin Islands (Saint Croix)

The St. Croix bookmobile has a greater circulation than both island libraries despite some serious breaks in service caused by equipment failures, lack of personnel, and bad weather. Radical shifts in the island population have added to the service problems by complicating the planning of routes. There has been no significant change or improvement in library services on St. Croix since 1958 when the bookmobile was introduced. The island needs an additional bookmobile to provide more regular service and to add new and proposed communities to the existing routes. (KB)

ED 129 253 IR 004 029

Haizlip, Harold C.

The Role of the Library or Media Center in Education in the Virgin Islands.

Saint Croix Library Association, Christiansted, Virgin Islands.

Pub Date Jun 73

Note—21p.; Paper presented at the St. Croix Library Association Annual Fall Meeting (2nd, St. Croix, Virgin Islands, October 27, 1972); Studies in Virgin Islands Librarianship No. 9

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Instructional Materials Centers, Librarians, *Library Role, *School Libraries, Secondary Education, Speeches

Identifiers—*Virgin Islands

Difficulties specific to the Virgin Islands and the general rapid advances in technology require the rethinking of the role of libraries. Libraries and media centers should be called "information centers" to reflect the explosion of information which is outdating the traditional media. Plans are underway in the Virgin Islands to develop computer information links with the mainland United States and Puerto Rico. These links would have profound implications for such a geographically remote area. Current problems of librarians in Virgin Islands schools, however, have little to do with computers. The rote-learning curriculum and the frequent use of librarians as babysitters restrict the library's effectiveness. Rates of college failure among graduates of Virgin Islands schools and the high dropout rate reflect the lack of orientation toward individual needs. Students should be liberated to explore and analyze in their own ways. The library can facilitate needed instructional individualization. Appendixes accompanying this speech include a record of the question answer period which followed. (KB)

ED 129 254 IR 004 030

Radlick, Michael S. O'Reilly, Robert P.

Learning from Television; a Television Based Learning System as a Capable School Resource.

Pub Date Apr 76

Note—53p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April 18-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, Consumer Education, Conventional Instruction, Ecology, *Educational Television, Elementary Education, Grade 4, Health Education, Performance Factors, *Program Evaluation, Science Instruction, Social Studies, Student Attitudes
Identifiers—New York, *Place of Doors

An instructional television program, "Place of Doors," developed by the New York State Education Department's Bureau of Educational Communication to teach science, ecology, health, social studies, and consumerism to fourth graders was evaluated. The program was used to provide mainline rather than supplemental instruction. Nine hundred and one students from nine school districts participated in the television-based program for two hours a day for 20 days. Three hundred and fifty matched control students were drawn from the same districts. Data were collected through criterion-referenced pretests, midtests, posttests, and retention tests developed from the cognitive objectives of the program. The mean test performance for experimental and control groups across test occasions showed greater improvement for the experimental groups. Other statistical analyses showed reading and pretest scores to be significant in predicting posttest scores. The science and social studies areas of the program were influenced less by reading ability than other content areas. There was no relation shown between student liking or the program and student performance. (KB)

ED 129 255 IR 004 031

Schwen, Thomas M.

Curriculum Elements of Graduate Education: a Brief Case Study on the Evaluation of a Doctoral Program.

Indiana Univ., Bloomington. Div. of Instructional Systems Technology.

Pub Date Apr 76

Note—68p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Case Studies (Education), Curriculum Evaluation, *Doctoral Programs, Educational Technology, Evaluation Criteria, *Graduate Study, Higher Education, *Institutional Research, *Program Evaluation, Schools of Education

Identifiers—AECT 76, *Indiana University

A current trend in evaluation to balance quantitative measures and qualitative judgments provided the philosophical context for this case study. In the late 1960's a balanced methodology was devised to evaluate doctoral programs in the

School of Education at Indiana University. The model of doctoral education that emerged facilitated analysis, but it was contested by many faculty members. Students constituted the input and output variables in the model. The major process variables were stated as clusters of student activities while university resources constituted context variables. A statement of formal external criteria rather than substantive criteria was formulated that could be applied to all doctoral programs. Operational indicators of the criteria were enumerated by a faculty committee. The initiation of formal program review utilizing the evaluation process guide was postponed for six years and is still in halting progress. The process of developing the guide, the guide itself, and the problems of implementation at Indiana University provide a history of a difficult undertaking which proved particularly susceptible to the effects of circumstance. (KB)

ED 129 256 IR 004 032
Berry, Louis H.

Interactive Effects of Color Realism and Learner IQ on Visualized Instruction.

Pub Date Apr 76

Note—26p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 28-April 2, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Color Presentation, Higher Education, *Illustrations, Individual Differences, Instructional Aids, Intelligence Level, *Intelligence Quotient, *Intermode Differences, *Media Research, Realism, Visual Learning

Identifiers—AECT 76, Aptitude Treatment Interaction

A study tested two alternative theories about the relation of color and visual learning: that realistic color serves to facilitate retention of instructional material and that all color functions only as a coding device which facilitates storage and retrieval of information. It also tried to discern an interaction between learner IQ and color function. Two hundred and twenty-four students from Pennsylvania State University were divided into treatment groups. All groups received the same instructional presentation but different visual accompaniments—realistic color drawings, non-realistic color drawings, black and white illustrations, or no visual supplements. Achievement tests were administered and compared with IQ tests of the students. Findings showed interaction effects between IQ and visual stimuli. Lower IQ students did worse on non-illustrated and non-realistic color treatments; black-and-white illustrations reduced achievement differences between IQ groups; non-realistic color served to increase learning only for high IQ students. (KB)

ED 129 257 IR 004 033
Berry, Louis H.

An Investigation of the Effectiveness of Realistic and Non-Realistic Color in Visualized Instruction.

Pub Date Apr 75

Note—22p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Dallas, Texas, April 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, College Students, *Color Presentation, Higher Education, *Illustrations, Information Processing, Instructional Aids, *Media Research, Visual Aids, *Visual Learning

Identifiers—AECT 75

A study tested two alternative theories about the role of color in visual learning: first, that color provides an additional dimension of realism which results in the learner attaining a more complete image of the object or event and second, that color functions only as a coding device which facilitates the storage and retrieval of the image. Two hundred and twenty-four students at Pennsylvania State University were randomly assigned to treatment groups which received the same verbal instruction but different visual supplements—black-and-white drawings, realistic color drawings, non-realistic color drawings produced by means of photographic reversal, and no illustrations. Achievement tests administered to the students immediately after the instruction showed that in those cases where instruction with accompanying visual materials

was superior to instruction without visuals, realistic color drawings were most effective in facilitating achievement. No significant differences were found on delayed achievement tests administered six weeks after the instruction. (KB)

ED 129 258 IR 004 035
Changing Objectives in Research Libraries.

Minutes of the Semi-Annual Meeting of the Association of Research Libraries (83rd, Chicago, Illinois, January 19, 1974).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date 19 Jan 74

Note—183p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Conference Reports, Data Bases, *Library Administration, Library Associations, *Library Automation, On Line Systems, *Research Libraries, Serials, Technology, University Libraries

Identifiers—ARL, *Association of Research Libraries

The January, 1974, meeting of the Association of Research Libraries (ARL) focused on "Changing Objectives in Research Libraries." Two speakers—Hugh Atkinson, Director of Libraries at the Ohio State University, and Richard Boxx, Director of Libraries at the University of Tennessee—discussed client definitions of library objectives, changes in management styles, structuring for choice, planning techniques, shifting resources, and non-print media. Herman Fussler of the University of Chicago then reported on his project with the Alfred Sloan Foundation to investigate the current status and potentials of technology in libraries. Lawrence Livingston reported on an interlibrary effort to build an on-line national serials data base. Discussion and reports from ARL commissions and executives followed. (KB)

ED 129 259 IR 004 036
Library Services Cross Borders. Minutes of the

Semi-Annual Meeting of the Association of Research Libraries (84th, Toronto, Canada, May 9-10, 1974).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date May 74

Note—134p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conference Reports, Economics, French, *Interlibrary Loans, Library Associations, *Library Expenditures, *National Libraries, Research Libraries, *University Libraries

Identifiers—ARL, Association of Research Libraries, *Canada

The minutes of the May, 1974, meeting of the Association of Research Libraries (ARL) contain the texts of five presentations about Canadian research libraries. Descriptions of the National Library of Canada, the National Science Library, and Canadian University Libraries and their associations are followed by a discussion of the problems encountered in French-language university libraries in Canada and a report from the Commission on Canadian Studies, a council formed to investigate the state of teaching and research in studies relating to Canada. The minutes record the debate and vote on a fee system proposal for interlibrary loan services, and the reports of a number of ARL commissions and executives. Two presentations, one on the economics of academic libraries are included. (KB)

ED 129 260 IR 004 037
The Future of Card Catalogs. Minutes of the

Semi-Annual Meeting of the Association of Research Libraries (85th, Chicago, Illinois, January 18, 1975).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date Jan 75

Note—226p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Book Catalogs, Cataloging, *Catalogs, Conference Reports, Library Automation, On Line Systems, *Research Libraries, *Subject Index Terms

Identifiers—ARL, Association of Research Libraries, *Desuperimposition, *Library of Congress

The focus of the January 1975 meeting of the Association of Research Libraries (ARL) was the future of bibliographic records of library holdings. Speakers from the Library of Congress (LC) reported on historical problems associated with card catalogs and on plans for conversion to other forms. Speakers from large research libraries indicated a need for working with LC on its proposed changes in subject headings which would have serious consequences for most libraries. They described options being considered for dealing with LC's desuperimposition plans. A panel reacted to the presentations and discussed the experiences of the New York Public Library and others in closing catalogs and converting to on-line systems. Reports followed from the National Commission on Libraries and Information Science on the dissemination of its national program report, from the CONSER Project on the current status of its efforts to build an on-line national serials data base, and from the various ARL task forces and commissions. Extensive appendices to the minutes include written reports of ARL standing committees, committees on acquisition of foreign materials, and the national libraries of medicine and agriculture. (KB)

ED 129 261 IR 004 038
National Perspectives for ARL Libraries. Minutes

of the Semi-Annual Meeting of the Association of Research Libraries (86th, Houston, Texas, May 8-9, 1975).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date May 75

Note—139p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Communication (Thought Transfer), Conference Reports, Costs, *Information Dissemination, Information Services, Interlibrary Loans, Library Networks, Library Role, *National Programs, Periodicals, *Publishing Industry, Research, *Research Libraries, Scholarly Journals

Identifiers—ARL, *Association of Research Libraries, National Commission Libraries Information Science

The focus of this Association of Research Libraries meeting was the process of scholarly communication—its costs, complexity and justification. Three speakers made first day presentations. Edward Booher reported on a study of the production and dissemination of scholarly work. He advocated the collaborative efforts of libraries and publishers. Fritz Machlup reviewed his findings on the costs of knowledge production in the United States. He proposed more precise studies of library holdings and publisher production by subject field in order to better allocate production resources. Discussion and the business meeting followed. The second day's program included a lengthy discussion of the national program statement of the National Commission on Library and Information Science. Two speakers, Basil Stuart-Stubbs and Vernon Palmour then made presentations on the need to improve interlibrary loan procedures with a national periodicals lending bank and a network for access to texts, tapes, graphics and other library materials. Appendices to the minutes include a membership roster and reports from the Committee on University Library Standards and other ARL divisions. (KB)

ED 129 262 IR 004 039
The Library of Congress as the National Biblio-

graphic Center. Minutes of the Semi-Annual Meeting of the Association of Research Libraries (87th, Washington, D.C., October 15-16, 1975).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date Oct 75

Note—149p.; For a related document see ED 118 097

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cataloging, Conference Reports, Data Bases, *Foundation Programs, Information Services, International Programs, *Library Automation, Library Networks, *National Libraries, *National Programs, Research Libraries

Identifiers—ARL, Association of Research Libraries, *Library of Congress, *Machine Readable Cataloging, MARC, National Commission Libraries Information Science

The Library of Congress was the topic of the October, 1975, meeting of the Association of Research Libraries (ARL). Presentations were given on: (1) the future uses of automation to aid the Library of Congress in its authoritative information and bibliographic data collection and dissemination functions; (2) the progress and projections for the MARC (machine readable cataloging) distribution service and retriever; (3) the national and international automated networks of the Library of Congress; and (4) the process of transition to the Library's automated systems. The director of the research grant division of the National Endowment for the Humanities introduced the library-related programs of her division. The National Commission for Libraries and Information Science made a progress report on the development of a national information service program. Reports of ARL commissions and executives followed in the business meeting. (KB)

ED 129 263 IR 004 040

Research Libraries and Cooperative Systems. Minutes of the Semi-Annual Meeting of the Association of Research Libraries (88th, Seattle, Washington, May 6-7, 1976).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date May 76

Note—136p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cataloging, Conference Reports, Costs, *Data Bases, Library Automation, Library Cooperation, *Library Networks, Research Libraries

Identifiers—ARL, Association of Research Libraries, *Library of Congress, *Research Libraries Group

The May, 1976, Association of Research Libraries (ARL) meeting included a variety of presentations on library networks. Susan Martin defined various categories of automated library networks, reviewed potential functions of such networks, and discussed the implications for individual library operations. LeMoyné Anderson listed forces which are moving research libraries toward cooperative arrangements. Richard De Gennaro discussed the specific implications of computerized cataloging networks, and Frederick Kilgour outlined their economic and service advantages. Stanley McElderry described several possible modes of research library response to a national bibliographic center. The Research Libraries Group (RLG) reported on its program to improve service and reduce budget increases through cooperation. The Library of Congress (LC)-RLG computer link and the National Commission on Libraries and Information Science's study of LC's role in a national network were described. Discussion and a short business meeting followed. Appendixes to the minutes include an ARL roster and auditor's report in addition to various task force and commission statements. (KB)

ED 129 264 IR 004 046

Policies, Strategies, and Plans for Computing in Higher Education. Proceedings of the EDUCOM Fall Conference (Portland, Oregon, October 23-27, 1975).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 76

Note—115p.

Available from—EDUCOM, P.O. Box 364, Rosedale Rd., Princeton, New Jersey 08540 (\$12.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, *Computers, Conference Reports, Educational Planning, *Higher Education, *Networks, Regional Programs, Resource Allocations, Shared Facilities, State Programs

Identifiers—California State University and Colleges, *Distributed Computing, EDUCOM, University of California, Washington

New possibilities for colleges and universities in a networking environment and the role of minicomputers in higher education were the two main topics of the conference. William Miller of Stanford presented policy prospects for the late 70's. Other speakers indicated some more immediate steps which administrators and faculty might take to utilize the advantages of computer network arrangements. A progress report on the EDUCOM Planning Council on Computing in Education and Research described the first steps in the implementation of a facilitating network designed to help a particular group of institutions respond to the challenges of network computing. Several papers addressed the policy and management issues faced by colleges implementing distributed computing on campus, noting particularly the influence of state government on public college systems. An analysis of the new technologies which will bring increased computing resources to higher education in the next few years was the subject of a speech by David Winkel. (KB)

ED 129 265 IR 004 047

We Can Implement Cost-Effective Information Systems Now. Proceedings of the EDUCOM Spring Conference (Louisville, Kentucky, April 7-9, 1976).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 76

Note—125p.

Available from—EDUCOM, P.O. Box 364, Rosedale Road, Princeton, New Jersey 08540 (\$12.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Conference Reports, *Cost Effectiveness, Data Bases, Educational Planning, *Higher Education, *Information Systems, Library Administration, Management Information Systems, Programming, Programming Languages, University Libraries

Identifiers—APL, A Programming Language, Minicomputers

Seminars devoted to different aspects of the immediate implementation of cost effective information systems were conducted. A keynote address emphasizing the need for tough management decisions to accompany information systems in the years ahead preceded the workshop reports. The first workshop discussed the impact of new technologies—structured programming, top down design and top down programming—and the management of programming projects. Planning for computer facilities and the budgeting and pricing of those services were the foci of two other groups. One workshop explored the present and potential impacts of minicomputers on the development of cost effective information systems in colleges and universities. Another taught the APL programming language to participants for use in administrative functions. The value of file management systems for simplified database updating, retrieval and report generation was emphasized in the database management seminar. A last group used a system model to develop strategies for academic library management in a time of rapid change. (KB)

ED 129 266 IR 004 048

Gardner, Jeffrey. Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-based Performance Evaluation Process with Accompanying Supervisor's Manual.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 76

Note—42p.

Available from—Office of University Library Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$7.00 prepaid)

Document Not Available from EDRS.

Descriptors—*Library Administration, *Management by Objectives, Manuals, *Personnel Evaluation, Program Descriptions, Program Evaluation, Staff Role, *University Libraries

Identifiers—ARL, Association of Research Libraries, McGill University

The staff performance evaluation program of McGill University Libraries is based on a hierarchy of objectives in which individual and unit goals are compatible with department, area library, and overall library system goals. Individual goals and performance standards are formulated jointly by the staff member and his supervisor according to a prescribed procedure. Unit goals are developed by the work unit according to a similar procedure. Progress toward goal achievement is evaluated every six months. Supervisors are trained in using goal development and evaluation worksheets to conduct individual and group meetings. The appendix to this performance evaluation manual contains copies of the worksheets. (KB)

ED 129 267 IR 004 049

Woodworth, Mary L.

Intellectual Freedom, the Young Adult, and Schools; a Wisconsin Study. Revised Edition.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date 76

Note—142p.

Available from—Extension Book Store, 432 North Lake Street, Madison, Wisconsin 53706 (\$3.50 prepaid)

Document Not Available from EDRS.

Descriptors—*Censorship, *Civil Liberties, *High Schools, Librarians, Library Material Selection, Principals, School Libraries, *School Surveys, Secondary Education, Secondary School Teachers, Textbook Selection

Identifiers—*Wisconsin

A survey investigated the existence and extent of censorship in the Wisconsin high schools. Questionnaires were sent to the principals, librarians, and some English, social studies and science teachers at 426 high schools. Tallies of the 728 questionnaires returned showed that censorship was a common event; 57.8% of respondents said there had been objections to library or textbook materials at their schools. Principle objections had been to vulgar and profane language, sexual references, and sex education materials. Five titles most frequently disapproved of were "Go Ask Alice," "Summer of 42," "Of Mice and Men," "The Grapes of Wrath," and "Catcher in the Rye." While 67% of librarians and principals reported that their schools had a written materials selection policy, 63% of teachers denied the existence of such a policy. Librarians and teachers generally did not believe that final selection of materials was properly vested in the school board; principals disagreed. The three groups agreed that censorship problems could be moderated through the use of a selection policy, opposed the formation of citizen material review committees, and felt that materials should be judged relative to a particular community. Many teachers and principals supported some degree of censorship in society and the schools. (KB)

ED 129 268 IR 004 050

Defining the Future; Planning with and for Technology in Higher Education. Proceedings of the EDUCOM Spring Conference (Washington, D.C., April 3-4, 1975).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 75

Note—107p.

Available from—EDUCOM, P.O. Box 364, Rosedale Road, Princeton, New Jersey 08540 (\$12.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Communication Satellites, Computers, Conference Reports, Educational Change, *Educational Planning, *Higher Education, Information Systems, Networks, Policy Formation, Program Planning, *Technological Advancement, Telecommunication, Television, *University Administration

Following the keynote address on the importance of planning and the changing style of management in colleges and universities, various prepared papers developed the meeting theme of using technology in college and university planning. William Massey described the development and use of a computer model for strategic planning at Stanford. Edmund Cranch reviewed

the long-range implementation of the planning process with reference to Cornell's experience. The design and use of a support Administration Information System for planning and control at the University of Pennsylvania provided another case report. Planning for computer and television technologies provided the focus for several presentations. After an overview of the obstacles to innovations with instructional technology by Franklin Patterson of the University of Massachusetts, Bruce Lusignan gave a brief description of the Public Service Satellite Consortium and Robert Scott from MIT discussed planning for the expense of information processing systems. (KB)

ED 129 269 IR 004 051

Pengow, Ruann E.

Instructional Systems Delivery: Choice and Implementation in Academia.

Pub Date Jul 76

Note—7p; Paper presented at the International Learning Technology Congress and Exposition on Applied Learning Technology for Human Resource Development (Washington, D.C., July 21-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation Criteria, Individualized Instruction, *Instructional Systems, *Learning Modalities, *Media Selection

Instructional objectives are rarely supported by the delineation of alternate modalities for achieving those objectives. Both are necessary for the development of an individualized educational program. Learning research suggests nine general criteria for the selection of appropriate modalities: (1) the amount of immediate positive reinforcement provided, (2) the amount of active student participation, (3) the degree of congruence between the exercise and the expected behavior, (4) the lack of reinforcement for undesired behavior, (5) the degree to which the response-judging capabilities analyze a full range of responses and errors, (6) the degree to which the medium insures that students will respond overtly before checking the correct answer, (7) degree to which medium accommodates variety in individual backgrounds, (8) the degree of accommodation of individual rates of learning, and (9) the degree of individual access to the medium. An administrative structure for assisting instructors in the choice and use of various modalities is another important feature in implementing individualized programs. Instructional systems support should function in accordance with an overall plan and philosophy. (KB)

ED 129 270 IR 004 052

Fricke, James E.

CAI in a School for the Deaf: Expedited Results and a Serendipity or Two.

Scranton State School for the Deaf, Pa.

Pub Date Aug 76

Note—6p; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Computer Assisted Instruction, Costs, *Deaf Education, Elementary Secondary Education, Teacher Attitudes

Identifiers—ADCIS 76, Minicomputers

In September 1975, the Computer Curriculum Corporation's computer assisted instruction program was instituted at the Scranton State School for the Deaf in Scranton, Pennsylvania. A minicomputer and 20 teletype terminals were installed. Drill and practice programs in elementary level math, reading and language arts were initiated. Teachers' reactions to the first year's experience were enthusiastic. Specific complaints were aimed at the level and limitations of the curriculum. Everyone agreed that the system was appropriate for the school population. The total cost of the system projected for five years was estimated at \$180,000. Based on the first year's average of 1.7 hours of use per student per week, the average cost per student hour was \$3.80. In the first year middle school students averaged a 1.3 grade level gain in math and a .4 gain in reading. High school students showed a 1.1 grade level gain in math and 1.3 in reading. The dramatic story of one student's gains using the system added to the positive evaluation of the program. (KB)

ED 129 271

Riggs, Donald E.

The Computer Subroutine in Information Handling.

Pub Date 11 Oct 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Programs, *Information Processing, Libraries, *Programming

Identifiers—*Subroutines

Generalized computational subroutines can reduce programing repetitions and wasteful computer storage use. The most useful are those that are flexible enough to handle a wide variety of situations. Subroutines may have details open to change in order to blend into the main program. They may be built into the computer library or supplied by the programmer as part of this program deck. Library subroutines have limiting specifications and ranges, entry and exit commands and addresses which should be designed to fit into any program. Operating routines, the most prominent type of which are the input-output sets or "packages," differ from other subroutines in that they partially control the computer and return control to the main program when their work is completed. Basic subroutines of particular value in a chemical library include basic arithmetic computations, function evaluations, numerical analyses plus collating and sorting programs. Service routines—compilers, assemblers, debugging and machine testing programs—are also useful. (KB)

ED 129 272

This is NHK 1976-77.

Japan Broadcasting Co., Tokyo

Pub Date 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, Audiences, *Broadcast Industry, Educational Radio, Foreign Countries, Production Techniques, Programming (Broadcast), *Public Television, Television Surveys

Identifiers—*Japan, NHK, *Nippon Hoso Kyokai Nippon Hoso Kyokai (NHK), the Japanese Broadcasting Corporation, operates two public television, two medium wave radio and one VHF-FM public radio networks. NHK derives its support from receiver fees. Under the 1950 Broadcast Law which established NHK as a public broadcasting organization the Prime Minister appoints NHK's Board of Governors and the National Diet approves its budget. The government is restrained under the law from interfering with programing, however. NHK broadcasting standards are supplemented by extensive public surveying in making programing determinations. News, educational, cultural and entertainment programs plus special documentaries are presented over NHK stations. NHK's overseas system broadcasts in 21 languages. The network operates a Radio and TV Culture Research Institute and a Public Opinion Research Lab in addition to technical research division. Since 1972 NHK has had a budget deficit. New management techniques and higher fees have recently been instituted. Appendices to the corporation report include public opinion data, technical descriptions, and a brief history of NHK. (KB)

ED 129 273

Nomeland, Ronald E. Harris, Rachel

Computer-Assisted Instruction at Kendall Demonstration Elementary School.

Kendall School for the Deaf, Washington, D.C.

Pub Date 10 Aug 76

Note—8p; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Computer Assisted Instruction, *Deaf Education, Elementary Secondary Education, Mathematics Instruction

Identifiers—ADCIS 76

A computer-assisted instruction (CAI) laboratory provides deaf students at Kendall School in Washington, D.C. with drill and practice exercises in mathematics. The Stanford-developed curriculum offers two basic math options—fixed and mixed strand. During the first full year of operation, CAI math was offered to 111 students, ages 8-15. Stanford Achievement Test (SAT)

IR 004 053

results were used to check the achievement gains of students using the program. Twenty out of 28 lower elementary students achieved at least one grade level in math; eight achieved two years. Fifteen out of 33 upper elementary students demonstrated a one grade increase; eight out of 23 middle school students increased one grade or more. The lower achievement gains for middle school students were attributed to the fact that most of them remained in mixed strand programs for most of the year and that their SAT level test scores may have been less valid. (KB)

ED 129 274

IR 004 057

Twenty-Eighth Annual Report of the Mississippi Library Commission, July 1, 1974-June 30, 1975.

Mississippi Library Commission, Jackson.

Pub Date 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annual Reports, Financial Support, Library Programs, *Public Libraries, *State Libraries, Statistical Data

Identifiers—*Mississippi

The history and objectives of the state library commission are briefly reviewed and the current Mississippi library system is described. A yearly budget summary and data on bookmobile expenditures, equipment purchases, and construction projects are included. Tables present the allocations of state funds for library construction, personnel grants for upgrading library staffs, special service grants, and per capita grants for multi-county libraries. Projects listed for 1974-1975 include a summer reading program for children, a library intern program, 18 in-service training workshops for library personnel, and preparation of the Mississippi Union List of Periodicals. (KB)

ED 129 275

Warshak, Stanford

Books-By-Mail Using a Mail Order Book Catalog.

A Project Report.

Silas Bronson Library, Waterbury, Conn.

Pub Date 4 Mar 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Catalogs, Library Circulation, Library Services, *Outreach Programs, *Public Libraries

Identifiers—*Books by Mail, Connecticut (Waterbury), Silas Bronson Library

The Silas Bronson Library in Waterbury, Connecticut received a state grant in 1976 to provide increased accessibility to their services through a books-by-mail program. In 1975, 9,750 catalogs listing the books-by-mail collection were mailed to local households. Newspaper publicity requested that households that received the catalogs share them with neighbors. The catalogs contained postage-paid request cards. Books from a special paperback collection were mailed to patrons in postage-paid, returnable book bags. Adult materials proved the most popular. The bulk of the books went to homebound persons. The personnel and supplies budget for the first year's program was \$31,859.95. The major recurring expense was printing the catalogs. (KB)

ED 129 276

Baukus, Robert A.

"Making Cable Work" Project; Summary Statements, September 27, 1975-January 29, 1976.

Connecticut Univ., Storrs. Inst. of Public Service.

Spons Agency—Connecticut Commission for Higher Education, Hartford.

Pub Date 76

Note—27p; For related documents see IR 004 060-061

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cable Television, *Conferences, *Participant Satisfaction, Program Evaluation, Questionnaires, *Workshops

Identifiers—*Connecticut, *Making Cable Work Project

Responses to questionnaires completed by participants in a conference and three workshops on Connecticut cable television provided data on: (1) how respondents were informed of the conference; (2) fulfillment of expectations; (3) whether respondents would attend additional workshops; and (4) reactions to individual components of the conference and workshops. Tabular summaries are provided and the individual comments of participants are recorded. (EMH)

ED 129 277 IR 004 060
Baukus, Robert A. Murray, George H.
"Making Cable Work" Project; Evaluation Report.

Connecticut Univ., Storrs. Inst. of Public Service.
Spons Agency—Connecticut Commission for
Higher Education, Hartford.

Pub Date May 76
Note—41p.; For related documents see IR 004
059-061

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Cable Television, Citizen Participation, *Conferences, Information Dissemination, *Participant Satisfaction, Program Effectiveness, *Program Evaluation, Questionnaires, Statewide Planning, Surveys, Workshops
Identifiers—*Connecticut, *Making Cable Work Project

To evaluate the effectiveness of local advisory council involvement in the Making Cable Work project, two questionnaires were employed. The first was distributed to all local advisory council members to collect factual and attitudinal information which facilitated a subsequent set of workshops. Workshop content areas included: (1) public access; (2) government access channels; (3) educational and informational uses of cable television; and (4) two-way interactive communications. Workshop participants completed evaluation questionnaires. This report summarizes the results of the evaluations, including copies of the survey instruments, summary tables, and interpretive explanations. (EMH)

ED 129 278 IR 004 061
Cleland, Margaret

Cable in Connecticut; a Citizen's Handbook.
Connecticut Univ., Storrs. Inst. of Public Service.
Spons Agency—Connecticut Commission for
Higher Education, Hartford.

Pub Date Jun 76
Note—37p.; For related documents see IR 004
059-060

Available from—Community Access Television
Workshop of Greater Hartford, Inc., 275 Windsor
Street, Hartford, Connecticut 06120
(\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Cable Television, *Citizen Participation, Federal Legislation, *Guides, Resource Guides, State Legislation, Statewide Planning, Utilities

Identifiers—Connecticut, Higher Education Act Title I, *Public Access

This handbook for Connecticut cable television consumers addresses a variety of topics, including: (1) a definition of cable television services; (2) the public state in cable television; (3) program variety; (4) pay cable service; (5) public satellites; (6) government regulation; (7) proposed regulation; (8) role of the Connecticut Public Utilities Control Authority; (9) local advisory councils; and (10) public and community access. Also included are lists of resource people and agencies involved in cable television, and a bibliography of cable television related readings. (EMH)

ED 129 279 IR 004 062
Broderick, W. R. And Others

Off-Line Computer Aided Learning Project; The Development of Educational Material. The Second Report.

London Borough of Havering (England).
Spons Agency—Social Science Research Council,
London (England).

Pub Date May 73
Note—73p.; For related documents see IR 004
063-064; Not available in hard copy due to
marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Biology Instruction, *Computer Assisted Instruction, Computer Programs, Instructional Materials, *Material Development, Secondary Education, *Test Construction

Identifiers—Computer Aided Learning, England (London Borough of Havering), Off Line Systems

During the period from May, 1971 until June, 1973, the Off-Line Computer Aided Learning Project of Havering Borough, London, England, continued to generate, implement, and evaluate computer-based instruction programs. Trials were conducted to test the effectiveness of modifications to computer programs and to assess the

educational, psychological, and sociological impacts of the system. This report describes the development of the materials, summarizes the procedures for testing and evaluating, discusses the results, and provides samples of tests and survey instruments. (EMH)

ED 129 280 IR 004 063
Broderick, W. R.

Off-Line Computer Aided Learning Project. Final Report.

London Borough of Havering (England).
Spons Agency—Social Science Research Council,
London (England).

Pub Date Apr 74
Note—49p.; For related documents see IR 004
062-064

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology Instruction, *Computer Assisted Instruction, Computer Programs, Costs, Educational Research, *Experimental Programs, *Material Development, *Program Administration, *Program Descriptions, Program Evaluation, Secondary Education

Identifiers—Computer Aided Learning, *England (London Borough of Havering), Off Line Systems

The Borough of Havering in London, England undertook a project to devise and implement a computer aided learning program which involved teachers in the production of materials and provided students with a flexible, individualized system of instruction. Materials were developed, and three trials were conducted: (1) a program and equipment test; (2) a test of the effectiveness of the routing algorithm; and (3) a comparison with conventional teaching techniques. This report describes the background of the project, outlines the tests conducted, discusses project management, and summarizes the results of the project's initial years of operation. It concentrates on the organizational and management problems that were encountered, on attempts to assess the success in reaching educational objectives, and on the possible impact of the findings on teaching method and curriculum development. (EMH)

ED 129 281 IR 004 064
Computer Aided Learning Project; Report, Trial 3.

London Borough of Havering (England).
Pub Date 73

Note—36p.; For related documents see IR 004
062-063

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology Instruction, *Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, Educational Research, Elementary Secondary Education, Intermediate Differences, *Program Evaluation

Identifiers—*Computer Aided Learning, England (London Borough of Havering)

In a third study of the Computer Aided Learning (CAL) system of the London Borough of Havering, England, the performance of students taught biology by a teacher using the CAL system was compared with that of students taught by the same teacher without the CAL system. Students were divided into two matched groups and compared using a pretest/posttest design. Students of all ability levels who used CAL appeared to gain a higher score on the posttest than equivalent students taught by the same teacher. About 75% of the students thought the CAL method was a satisfactory way to learn. (JY)

ED 129 282 IR 004 065
Peterson, Betty L.

A Comparison Between Achievement Gains in Multimedia Instruction and Conventional Lecture Method of Instruction of Nursing Courses at Northern Virginia Community College.

Northern Virginia Community Coll., Annandale.
Pub Date Dec 74

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Comparative Analysis, Conventional Instruction, Lecture, *Media Research, Medical Education, *Multimedia Instruction, *Nursing, Program Effectiveness, *Program Evaluation

Identifiers—Northern Virginia Community College

An evaluation was conducted at Northern Virginia Community College to assess the effectiveness of courses in nursing education presented in

two distinctly different styles: the traditional lecture method; and a multimedia approach employing textbooks, audiovisual aids, study guides, and lectures. Using State Board of Nursing Examination Scores as a measure of instructional outcomes, comparisons were made which demonstrated that students were equally likely to master nursing skills regardless of the mode of instruction. This report provides background information on the study, outlines the research methodology, reviews relevant literature, analyzes data, and summarizes results. (EMH)

ED 129 283 IR 004 066
Reports on Management of Seven Common Chronic Library Problems as Summarized by Facilitators of Discussion Groups at Fall, 1975 and Spring 1976 Meetings of Wisconsin Library Association Children's and Young People's Services Section.

Wisconsin State Dept. of Public Instruction,
Madison. Div. of Library Services.

Pub Date 76
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Book Theft, *Censorship, Children, Conference Reports, *Library Programs, Paperback Books, Problems, Problem Solving, *Public Libraries, School Libraries, Vandalism, *Volunteers, Young Adults

Discussion groups met to address the following seven problems prominent in the young people's and children's departments of Wisconsin libraries: (1) decline of hardback circulation; (2) stealing and vandalism; (3) facilitating user self-help without fragmenting collections; (4) recruitment and orientation of volunteers; (5) censorship; (6) staff intolerance toward children; and (7) revitalizing long-running programs. Each discussion resulted in a list of coping strategies. For some problems, bibliographies and supporting documents were compiled. (EMH)

ED 129 284 IR 004 067
Dalton, Phyllis I.

The Chemeketa Cooperative Regional Library Service; an Evaluation.

Chemeketa Cooperative Regional Library Service,
Salem, Oregon.

Pub Date 76
Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Interlibrary Loans, *Library Cooperation, Library Reference Services, *Library Services, Program Evaluation, *Public Libraries, Statistical Data, Use Studies

Identifiers—Chemeketa Cooperative Regional Library Service, Multitype Library Cooperation

After five years of existence, a three-county regional cooperative including public libraries, a community college library, and local government agencies was evaluated to assess: (1) general library services; (2) the interlibrary loan program; (3) library user satisfaction; and (4) the need for additional statistical reporting. Existing records and site visits were used. Results showed a high level of service, but the further development of information and reference services was recommended. This report chronicles the development of the cooperative, outlines the evaluation procedure, and summarizes the results. (EMH)

ED 129 285 IR 004 068
Dalton, Phyllis I.

Information, Reference and Research Service to Florida State Government; a Plan of Action and Recommendations for Implementation by Phases.

Florida Library Association.
Pub Date 75

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Information Needs, Information Services, Library Reference Services, *Library Services, Personnel Needs, *State Government, State Libraries

Identifiers—*Florida

To assess the information needs of Florida State government agencies and the information services provided by the State Library of Florida, questionnaires were used to establish a profile of the state's information flow. Site visits and three seminars of state agency employees attempted to identify specific information needs. A comprehensive plan of information, reference, and research services was formulated. The organization of a Bureau of State Government Reference

104 Document Resumes

Service at the Florida State Library was recommended. Services to be provided and personnel needs were outlined. It was expected that the new structure would result in increased efficiency and economy. (EMH)

ED 129 286 IR 004 069
Bugg, Louise

Feasibility of Indicating the Location of Reference Materials in the Card Catalog in the Wayne State University Library System. Technical Paper No. 8.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date Mar 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, *Catalogs, Library Acquisition, Library Collections, Library Technical Processes, *Reference Books, University Libraries

Identifiers—Wayne State University Libraries

Six university libraries were visited and observations were made on their procedures for indicating locations of reference books in card catalogs. Comparisons were made between other libraries and Wayne State University Libraries in the following areas: (1) the decision to classify books as reference; (2) the labeling of reference books; (3) the reference catalog; and (4) ways of indicating reference locations on catalog cards. Recommendations for the Wayne State system were made. (EMH)

ED 129 287 IR 004 071
A Bibliography of the Publications of the Librarians of the State University of New York.

State Univ. of New York Librarians Association, Albany.

Pub Date 75

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Authors, *Bibliographies, *Librarians, Periodicals, University Libraries

Identifiers—State University of New York

Listed are publications by the librarians of the State University of New York Libraries. Listings are divided into the following categories: (1) monographs; (2) articles; (3) reviews; (4) editor/reporter; and (5) in progress. Each listing includes title, author, and publication information. The author index includes the address of each librarian. There is no subject index. (EMH)

ED 129 288 IR 004 072
Korkmas, Ann, Comp. Waite, Marian, Comp.

Adult Literacy; a Bibliography of Materials Suitable for Public Library Collections.

Dallas Public Library, Tex.

Pub Date 76

Note—22p.

Available from—Dallas Public Library, Circulation Division, 1954 Commerce Street, Dallas, Texas 75201 (\$2.10)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Literacy, Adult Reading Programs, Annotated Bibliographies, *English (Second Language), Library Collections, Public Libraries, *Reading Instruction, Reading Materials

Public librarians are provided with annotated listings of selected materials for both students and teachers involved in adult literacy programs. The student materials listed are suitable for use by a teacher in a classroom, by students in independent study, or by tutors in one-to-one situations. The list also includes professional reading for planners, administrators, teachers, and volunteer tutors. These materials offer a survey of traditional philosophies as well as new developments, some views on the administration and organization of programs for the adult learner, and a sample of practical resources in methods and techniques. Complete citations and prices are given in all listings. (Author/PF)

ED 129 289 IR 004 074
Sinclair, Dorothy

Circulation, Systems, and Space: A Commentary on Interrelationships.

Pub Date Jul 76

Note—9p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 18-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Library Circulation, *Library Cooperation, *Library Facilities, Library Net-

works, Library Planning, Public Libraries, Speeches, University Libraries

Identifiers—ALA 76, Multitype Library Cooperation

Membership in a library system, consortium, council, or network can affect a library's circulation in a number of ways that, in turn, impact on the library's space requirements. Reciprocal borrowing privileges may change the library use patterns of patrons, increasing traffic in an especially convenient, or well-supplied library. A reciprocal return policy, allowing items borrowed in one library to be returned to another, requires additional space in member libraries for sorting and holding books and facilities for shipping them back to their owners. The creation of identical or compatible circulation systems for all member libraries can involve a complete change in policy for an individual library with accompanying changes in space requirements. If the system develops a centralized circulation control system, most of the libraries will be relieved of various tasks and should be able to save some space, but the library housing the centralized operations will need greatly increased staff and space. Finally, should the system opt for an automated circulation system, substantial changes in service patterns and space needs can be expected by all member libraries. (PF)

ED 129 290 IR 004 075
Carey, Margaret And Others

Emergency Manual, Cornell University Libraries.

Cornell Univ., Ithaca, N.Y. Univ. Libraries

Pub Date Apr 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accidents, *Emergency Programs, Fire Protection, First Aid, Library Facilities, Manuals, *University Libraries

Identifiers—Cornell University Libraries

The Committee on Safety and Emergencies of Cornell University Libraries compiled this loose-leaf guide to handling emergency situations within the Libraries. The first section lists emergency situations in alphabetical order and provides step-by-step procedures intended to minimize danger to life and property. The remaining sections deal with organization of the Committee, emergency planning coordinators in each building, methods of prevention and preparation for emergencies, and organizations outside the Libraries that may become involved when emergency situations occur. Blank spaces are provided for names and phone numbers of persons trained in emergency procedures. A safety inspection checklist also is included. (Author/PF)

ED 129 291 IR 004 076
Spec Kits; Systems and Procedures in the Area of Library Management.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date 76

Note—2,700p.; Pagination shown is approximate

Available from—Association of Research Libraries, Office of University Library Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$15.00, each)

Document Not Available from EDRS.

Descriptors—Grievance Procedures, Library Acquisition, *Library Administration, Library Collections, Library Cooperation, Library Instruction, Library Planning, Library Services, *Management Systems, *Research Libraries, *University Libraries, Use Studies

Identifiers—ARL, Association of Research Libraries, SPEC, *Systems and Procedures Exchange Center

The Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL) compiles these SPEC Kits as a means of sharing management techniques and expertise. The materials enclosed in each kit are reproductions of working tools developed by individual libraries to meet their specific purposes within a limited area of library operations. Kits in the general area of library administration cover such topics as: goals and objectives statements, organization charts, friends of the library organizations, foundations, planning systems, and the systems function in ARL Libraries. In the area of personnel practices, topics include: personnel organization, status of librarians, affirmative action, performance review, personnel classification

schemes and job descriptions, collective bargaining, tenure policies, leave policies, staff development, staff associations, managerial and technical specialists, paraprofessionals, and grievance procedures. Topics in the area of collections include: collection development, acquisition policies, reclassification projects, bibliographic access, physical access, and gifts and exchange functions. Topics in the area of user services include: library use instruction, and user statistics and studies. Each kit includes a flyer which describes the documentation in the kit, analyzes trends in library management, and presents the results of the SPEC surveys. There are 27 SPEC kits reviewed in this abstract. (PF)

ED 129 292 95 IR 004 077
Dellenbach, Lawrence A. And Others

Has Computer Assisted Instruction (CAI) Been a Financial Failure? Studies in Economic Education No. 3.

Wisconsin Univ., La Crosse.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—56p.; Prepared by Center for Economic Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, College Students, *Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, *Cost Effectiveness, Economics, Educational Games, Educational Research, Higher Education, Lecture, Simulation, Student Attitudes

A course in macroeconomics was used to investigate the cost effectiveness of computer-assisted instruction (CAI). The experimental design used an experimental section in which the students had the opportunity to use the computer to the intensity of their choice, choosing from tutorial lessons, games, and simulations. The students in the control section received their instruction by the traditional lecture-textbook method. Students were not randomly assigned to individual sections, but rather they selected a given section primarily on the basis of scheduled class times. Each instructor's experimental section, however, was randomly assigned. Results showed that under virtually all the conditions studied, gains in educational output did not outweigh the additional cost of CAI. Only when the costs of development of CAI materials was ignored did the CAI format appear marginally efficient. It was suggested that costs of CAI may be reduced when authors gain experience in writing CAI programs and that advances in computer technology may have an impact on CAI costs. (JY)

ED 129 293 IR 004 078
S. 22; An Act for the General Revision of the Copyright Law, Title 17 of the United States Code, and for Other Purposes. In the House of Representatives, Ninety-Fourth Congress, Second Session. Report No. 94-1476. Union Calendar No. 759.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date 3 Sep 76

Note—87p.; Pages 2-82 deleted by Congress. For related documents, see IR 004 079-080; not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Archives, Cable Television, *Copyrights, *Federal Legislation, Libraries, Phonograph Records, Reprography

Senate Bill 22, the proposed new copyright law, specifies in chapter one the subject matter and scope of copyright. It also defines the terms used in the bill and formulates limitations on the exclusive rights of copyright holders. These limitations include the "fair use" of copyrighted work by reproduction for noncommercial educational use, limited reproduction by libraries and archives, certain performances and displays, specified secondary and primary transmissions to controlled groups, and certain "ephemeral recordings." The chapter also delimits the scope of exclusive rights for the various media. Licensing requirements for secondary transmission by cable systems and for manufacturing and distributing phonorecords are explained. The ownership, transfer and duration of copyright plus the requirements of notice, deposit and registration are detailed in chapters two through

four of the bill. Chapter five concerns copyright infringement and remedies. Chapter six specifies the conditions of manufacture, importation and public distribution of copies. Chapters seven and eight establish and describe the duties of the Copyright Office and the Copyright Royalty Commission. (KB)

ED 129 294 IR 004 079

Kastenmeier, Robert W.

Copyright Law Revision; Report Together with Additional Views (to accompany S. 22). House of Representatives, Ninety-Fourth Congress, Second Session. Report No. 94-1476.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date 3 Sep 76

Note—369p.; For related documents, see IR 004 078-080; Parts of "Changes in Existing Law" p. 187-358 will not reproduce clearly due to small type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Archives, Cable Television, *Copyrights, *Federal Legislation, Libraries, Phonograph Records, Reprography

This report of the Judiciary Committee revision of the proposed copyright law was recommended for passage and committed to the House of Representatives on September 3, 1976. The bill's first chapter defines the subject matter and scope of copyright and specifies "fair use" limitations on the rights of copyright holders. These limitations include noncommercial educational use, limited library reproduction, exemptions of specified performances, some secondary and primary transmissions and "ephemeral recordings." The bill's remaining chapters define the conditions of copyright ownership and transfer, the duration of copyright, the specification of notice, deposit and registration and infringements and their remedies. The duties of the Copyright Office and the Copyright Royalty Commission are also defined. Following the printed text of the bill is a section by section discussion of the purposes, definitions, history and intention of the legislation. Guidelines for "fair use" classroom copying are presented. In the final section of the report, Senate Bill 22 as adopted on February 19, 1976; the existing copyright law, Title 17 of the United States Code; and the Judicial Committee amendments are printed in parallel columns for ease of comparison. (KB)

ED 129 295 IR 004 080

Kastenmeier, Robert W.

General Revision of the Copyright Law, Title 17 of the United States Code. Conference Report (to Accompany S. 22). House of Representatives, Ninety-Fourth Congress, Second Session. Report No. 94-1733.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date 29 Sep 76

Note—83p.; For related documents see IR 004 078-080; not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Copyrights, *Federal Legislation, Libraries, Phonograph Records, Reprography Identifiers—Fair Use

This September 29, 1976, report of the joint Senate-House of Representatives Conference Committee contains the amended text of a proposed new copyright law. An explanation of the specific points of conflict in the House and Senate versions of the bill and the resolutions suggested by the Conference Committee are appended. As reported out of the committee, the bill includes limitations on the exclusive rights of copyright owners through the authorization of "fair use" of copyrighted material for nonprofit educational purposes, reproduction of limited copies of phonorecords by libraries and archives for purposes not including commercial advantage, certain performances and displays of dramatic or musical works, limited secondary transmissions and primary transmissions, plus specified copying of performances by a transmitting organization. The bill defines the scope of the exclusive rights of copyright holders and the restrictions on the use of various technologies—coin operated phonorecord players, computers and similar information systems, and photocopiers. The bill specifies the functions of the Copyright Office. The penalties for the transportation, sale, or

receipt of phonograph records, tapes, or films bearing forged or counterfeit labels are specified. (KB)

ED 129 296 IR 004 081

Multinational Exchange Mechanisms of Educational Audio-Visual Materials. Situation and Suggestions.

Center of Studies and Realizations for Permanent Education, Paris (France).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Pub Date Dec 75

Note—77p.; For a related document see IR 004 082

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Problems, *Audiovisual Aids, *Exchange Programs, Feasibility Studies, Financial Problems, Information Systems, Instructional Materials, *Instructional Media, *International Programs, Legal Problems, Models, National Programs, Organization, *State of the Art Reviews, Surveys

An analysis of existing multinational audiovisual materials exchange organizations, including five nonproducing and three producing national systems and seven nonproducing and five producing international networks, provided the data for an analysis of problems associated with cooperative endeavors, some suggestions for appropriate institutional structures, and various strategies for implementing sharing arrangements. Four models were abstracted from the data. Model A organizations provide information through cataloging existing audiovisual materials. Its members obtain materials from different producers. Model B organizations stock and distribute materials which are purchased or produced by its members. Members of Model C determine their audiovisual materials policies collectively. Model D pursues the objective of pooling or common creation of production tools. The structures, implementation strategies, and problems confronted by exchange mechanisms are functions of their objectives. Problems can be overcome through clear specification of goals by the concerned countries or agencies with the coordinating or financing organization. Implementation generalizations drawn from current experiences suggest that it is better to progressively amplify existing mechanisms as needs and desires for cooperation evolve rather than create a complex exchange mechanism all at once. Appendices to the report are contained in a companion volume. (KB)

ED 129 297 IR 004 082

Multinational Exchange Mechanisms of Educational Audio-Visual Materials. Appendixes.

Center of Studies and Realizations for Permanent Education, Paris (France).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Pub Date Dec 75

Note—131p.; For a related document see IR 004 081

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Audiovisual Aids, Copyrights, *Exchange Programs, Film Libraries, Information Centers, Instructional Materials, *Instructional Media, International Programs, Library Automation, National Programs, *Program Descriptions

These appendixes contain detailed information about the existing audiovisual material exchanges which served as the basis for the analysis contained in the companion report. Descriptions of the objectives, structure, financing and services of the following national and international organizations are included: (1) Educational Resources Information Center (ERIC); (2) Dokumentationsring Pädagogik (DOPAED), West Germany; (3) the Data Bank Omstitut Fur Film Und Bild in Wissenschaft Und Unterricht (FWU), West Germany; (4) Data Bank with Direct Access of the University of Quebec (BADADUQ); (5) the proposed Didactics Library of the University of Quebec; (6) National Office for Technical Development, Hungary; (7) Council of Education Technology (CET), United Kingdom; (8) French Office of Modern Educational Techniques (OFRATEME); (9) Eolienne Editions, France; (10) European Documentation and Information

System for Education (EUDISED); (11) Association of Universities Partially or Wholly in the French Language (AUPELF); (12) International Council on Teaching Methods (CIME); (13) European Union of Radio Broadcasting; and (14) Nordisk Voksen-Undervisningsprojekt (NOVU). In addition, excerpts from 1974 reports on national and international disposition toward copyrights and problems posed by medium transfers, dubbings and program duplication are included. A 1975 French study of film library automation is outlined. (KB)

ED 129 298 IR 004 083

Muston, Ray Wagstaff, Rita

Computer Based Education in Teacher Education: An Institutional Development Strategy.

Pub Date 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, College Instruction, *Computer Assisted Instruction, Higher Education, Institutional Research, *Learning Laboratories, Pilot Projects, Student Attitudes, *Teacher Education

Identifiers—University of Iowa

A two year pilot study of interactive computing in teacher education began in 1973 at the University of Iowa. Project planning included provisions for four support systems—faculty involvement, technical support, communication and hardware and facilities. A committee of representative faculty and staff had responsibility for planning, program development and evaluation procedures. A Computer Based Education Laboratory was established with terminals hardwired to the central university computing system. To stimulate faculty interest and development, a survey to solicit expressions of interest was conducted, followed by workshops in instructional technology and computer-assisted instruction (CAI). There has been a continual increase in the use of the computer system by both undergraduates and graduate students. Student and faculty materials development has remained fairly constant. In attitude surveys students agreed that the computer is a useful instructional tool. Evaluation of cognitive gains by student users showed learning was facilitated by the CAI modules. Future plans include continuing support for faculty development, distribution of products and continued evaluation of results. (KB)

ED 129 299 IR 004 084

Lower, Stephen K.

Making C.A.I. Make a Difference in College Teaching.

Pub Date Jul 76

Note—35p.; Paper presented at the North Atlantic Treaty Organization Advanced Study Institute on Computers in Science Education (Louvain-la-neuve, Belgium, July 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Chemistry Instruction, *College Instruction, *Computer Assisted Instruction, *Failure Factors, *Instructional Innovation, Programming Languages, Tutorial Programs

Identifiers—Simon Fraser University

An explanation for the failure of technology and computer-assisted instruction (CAI) in particular to make much headway in education is that even when innovations are introduced in the classroom, their potentials are not exploited; rather, they are used in traditional ways. The integration of new technologies with other classroom activities is also necessary to realize any advantages. This has not generally been done. Experience with CAI in the chemistry department at Simon Fraser University in British Columbia began in 1969. An interactive program was developed to review basic problem sets with first year students. This program was used in conjunction with explanatory audiotapes. A second drill and practice series was also developed. The materials made little difference in student performance until the traditional structure of the course was changed. The chemistry department gained significant experience with hardware and course development. They exchanged IBM's Coursewriter III system for York/APL which in turn they abandoned for IBM's APLSV which still was inadequate for authoring and delivering CAI. Eventually the department developed its own authoring language which reflected the needs perceived in six years of CAI experience. A 17 item bibliography is appended to the report. (KB)

106 Document Resumes

ED 129 300 IR 004 085

Trace, Sally A. Mowen, Louise B.
A Study of Besore Library and its Community,
with Recommendations for Extended Public
Library Services.

Lilian S. Besore Memorial Library, Greencastle,
Pa.

Pub Date Mar 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Community Characteristics,
Demography, Library Circulation, Library Col-
lections, Library Cooperation, Library Facili-
ties, Library Role, *Library Services, Library
Standards, *Public Libraries, School Libraries,
Statistical Data, Use Studies

Identifiers—Lilian S. Besore Memorial Library,
*Pennsylvania (Greencastle)

A study of the Besore Public Library was con-
ducted to determine if the library was meeting
the needs of the Greencastle-Antrim area of
Pennsylvania, to define areas of unmet needs, and
to recommend improved programs and services.
Information about the community—demographic
characteristics, social structure, commercial
characteristics, and future projections—were ob-
tained from printed sources and from interviews
with residents and community leaders. Data on
the library was gathered from library documents
and from samples of the collection, registration,
and circulation records. Library data were com-
pared to American Library Association standards.
Analysis yielded several concrete recommendations:
(1) Besore Library should continue to be a
part of the County Library system but might be
expanded within that system; (2) Efforts should
be made to extend services to Antrim Township;
(3) Existing adult services should be expanded,
especially to serve older citizens; (4) Cooperation
between the library and the local school district
should be developed; (5) The library collection
should be upgraded and the floor space of the
building better utilized; and (6) The library
should define its goals for services and set up ob-
jectives, policies and procedures to obtain the
goals. (KB)

ED 129 301 IR 004 086

Voigt, Melvin J., Ed. Harris, Michael H., Ed.

Advances in Librarianship, Volume 6.

Pub Date Jul 76

Note—291p.

Available from—Academic Press, Inc.,
Publishers, 111 Fifth Avenue, New York, N.Y.
10003 (ISBN-0-12-785006-6; \$16.00)

Document Not Available from EDRS.

Descriptors—*Accountability, Administrative
Personnel, Behavior, Bibliotherapy, College
Libraries, *Evaluation Methods, *Libraries,
*Library Administration, Library Education,
Program Effectiveness, *Reading Research,
*Relevance (Information Retrieval), School
Libraries, University Libraries

Identifiers—Europe

A major theme of this volume is the issue of
library accountability and evaluation of produc-
tivity. Four review papers deal directly with the
topic. The first reviews the literature relating to
evaluation of libraries generally with an emphasis
on school libraries. The second focuses on the
measurement of productivity in the academic
library. It includes an illustrative example of the
use of various indexes and measures. The third
paper reviews the literature on "relevance" in
information science and describes various theoret-
ical perspectives on relevance defined as effective-
ness. Another paper assesses the interdisciplinary
literature on the impact of reading on behavior—
an ultimate measure of library effectiveness. A
review of trends in European library education
and a discussion of the rise of middle managers in
libraries complete the volume. Extensive
bibliographies follow each article. (KB)

ED 129 302 95 IR 004 087

Descriptions of Children's Television Series
Produced Under the Emergency School Aid Act
(P.L. 92-318).

Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C. Div. of Equal
Educational Opportunities.

Pub Date Oct 76

Note—11p.; Updated description of ED 108 667

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childrens Television, *Cultural
Awareness, *Educational Television, Elementa-
ry Secondary Education, Federal Aid, Mexican

Americans, Minority Groups, Negroes, Pro-
gram Descriptions, *Programming (Broadcast),
Spanish Americans

Identifiers—Emergency School Aid Act

A group of 17, integrated children's television
series developed under the Emergency School
Aid Act are available to commercial and non-
commercial broadcast users. All ESAA-TV pro-
grams are available for school uses without usage
right fees. Several are aimed at teaching children
about various specific North American ethnic
groups. There are series about French-Canadian,
Native American, Puerto Rican, Mexican-Amer-
ican, Cuban-American, and Black contributions
to American history and culture. Some of the se-
ries are done in Spanish and English. A few teach
specific skills—math, language arts, history. All of
the films stress multiethnic awareness and par-
ticipation. The report provides short descriptions
of each series and the addresses of the distribu-
tors. (KB)

ED 129 303 IR 004 088

Viet, Jean

Cultural Development Thesaurus.

Council of Europe, Strasbourg (France). Com-
mittee for Out-of-School Education and Cul-
tural Development.

Pub Date 76

Note—347p.; Document in English and French
languages

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Cultural Factors, *Culture, Docu-
mentation, Education, Fine Arts, Leisure Time,
Personality, Social Factors, Sociocultural Pat-
terns, *Thesauri

This thesaurus is a bilingual list of descriptors
developed to facilitate sharing of information
relevant to cultural development. Three listings
are included. The first is grouped in generic
categories with subheadings of more specific
descriptors. Entries in this list are written in En-
glish and French. The second and third lists are
alphabetic; one in English, one in French. The
alphabetic entries are amplified by related sub-
entries. The preface and introduction are written
in French. (KB)

ED 129 304 IR 004 089

Smith, Roger A.

Educational Games in Today's Learning.

Pub Date 23 Apr 76

Note—14p.; Paper presented at the American In-
dustrial Arts Association Annual Convention
(Des Moines, Iowa, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Games, Instructional
Aids, Teaching Techniques

Educational games have received increasing at-
tention as one teaching technique for in-
dividualizing instruction. The use of games for
education was borrowed from the business com-
munity, which in turn had borrowed the idea
from the military. Educational games include
several distinct types—simulations, role playing,
games and simulation games. Two general classes
of classroom games have been developed. The
first teaches specific skills and subject content;
the second presents moral and social concepts.
Games generate student enthusiasm and involve-
ment. They encourage interaction among stu-
dents. Disadvantages include their high cost and
limited availability and their simplistic structuring
of reality. The design of educational games in-
volves several distinct steps. The first and most
important is the specification of the game's ob-
jectives. The determination of a model appropriate
to the objectives follows. Evaluation of games
should test the game's validity and coverage and
two aspects of comprehension—the students' un-
derstanding of both the game and the real world
subject of the game. A 16 item reference bibliog-
raphy is appended. (KB)

ED 129 305 IR 004 090

RISE-306; State Facilitator Program Evaluation,
1975-1976.

Communication Technology Corp., Marlton, N.J.
Spons Agency—Research and Information Ser-
vices for Education, King of Prussia, Pa.

Report No.—RISE-306

Pub Date 76

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adoption (Ideas), Demonstration
Projects, *Diffusion, *Information Centers, *In-
formation Dissemination, Intermediate Ad-

ministrative Units, *Program Evaluation,
Resource Centers, *State Programs

Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III, National Diffusion
Network, *Pennsylvania State Facilitator Pro-
gram, Research and Information Services for
Education, RISE 306

As an arm of the National Diffusion Network,
the Pennsylvania State Facilitator's responsibil-
ities include informing the schools about Title III
approved programs and aiding in the actual adop-
tion of such programs by school districts. Two
aspects of the facilitator's role were identified for
evaluation: (1) whether the facilitator had imple-
mented the strategy it established to pursue its
functions and (2) whether that strategy was suc-
cessfully meeting the needs of its recipients. In-
terviews were conducted with a sample of
representatives of developer/demonstrator pro-
jects and school site adopters. The four national
developer/demonstrators interviewed were
generally approving of the Pennsylvania Facili-
tator. They reported the state strategies acceptable
in terms of the broader National Diffusion Net-
work (NDN) but recommended changes in the
philosophy of the NDN which would expand the
responsibilities of the facilitator program. Nine
representatives of adopter/adaptor districts were
interviewed. The consensus of their opinions was
positive. The lack of a real grasp of the specific
role of the State Facilitator by this group
mitigated against an in-depth analysis or specific
recommendations for change. (KB)

ED 129 306 IR 004 091

Little, Paul

Bookmobiles and Paperbacks; an Extended Study
of the Use of Paperbacks and Elimination of
Overdue Fines at the Oklahoma County Libra-
ries System.

Oklahoma County Libraries, Oklahoma City,
Okla.

Pub Date Oct 76

Note—17p.; For a related document see ED 115
267

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bookmobiles, Cost Effectiveness,
County Libraries, Experimental Programs,
*Fines (Penalties), Library Circulation, *Libra-
ry Collections, *Paperback Books, Public
Libraries

Identifiers—*Oklahoma (Oklahoma County)

An experiment conducted in 1975 tested the
effects of two policy changes in five Oklahoma
County Library System bookmobiles: (1) conver-
sion to predominantly paperback collections; and
(2) relaxation of overdue policies. There were
two indicators of success: (1) the bookmobiles
experienced a 26% increase in circulation during
the year; and (2) the number of materials circu-
lated and not returned proved cost-effective in
terms of the value of paperback materials lost in
circulation versus the predictable loss rate of
hardbound materials. Data are summarized and
policy implications discussed. (EMH)

ED 129 307 IR 004 092

Castellucci, Arthur, Ed.

Volunteer Mother Program.

Research and Information Services for Education,
King of Prussia, Pa.

Pub Date [76]

Note—16p.; Best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Guides, Library Technicians,
*Mothers, *School Libraries, *Volunteers,
*Volunteer Training

Five members of a school library adminis-
tration class developed guidelines for a Volunteer
Mother Program in public school libraries.
Guidelines were stated for the following aspects
of volunteer programs: (1) reasons for using
volunteers; (2) introduction to the program; (3)
recruitment; (4) qualifications; (5) amount of
help needed; (6) selection; (7) organization; (8)
direction of work; (9) potential problems; (10)
success in junior and senior high school pro-
grams; (11) evaluation; and (12) recommenda-
tions for continuation. The appendix includes a
library volunteer job description, a sample appli-
cation blank, and an outline of a manual for
volunteers. (EMH)

ED 129 308 IR 004 093

Cody, Ronald P.

A Reporting System for Coursewriter Programs.

Pub Date Aug 76

Note—12p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Minneapolis, Minnesota, August 10-12, 1976); Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Programs, Statistical Data, *Student Records, Test Results

Identifiers—ADCIS 76, Coursewriter

Previous users of Coursewriter, an interactive computer-based learning system, experienced difficulty retrieving student progress reports. A program has been written which will permit the person in charge of the course to request student reports, test scores, connect time, and class statistics. Sample program interactions and a copy of the program are included. (EMH)

ED 129 309 IR 004 094

Rao, Paladugu V.

Automation of Technical Services in Booth Library: A Feasibility Study.

Eastern Illinois Univ., Charleston. Booth Library.

Pub Date May 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, Feasibility Studies, Library Acquisition, *Library Automation, Library Material Selection, Library Research, *Library Technical Processes

Identifiers—Booth Library, Eastern Illinois University, Machine Readable Cataloging, MARC Tapes

A study was conducted to determine: (1) whether technical processes at the Booth Library, Eastern Illinois University, should be automated; and (2) if automation were required, which system would be economically and technically feasible. Data from 323 technical service transactions were selected on a random basis between July 1971 and June 1973, and the data analysis revealed sluggish movement of books through technical processing. Automation of specific processes was recommended and appropriate technology was identified. The proposed system called for use of Library of Congress Machine Readable Cataloging (MARC) tapes to generate new book notices, book orders, and catalog cards. It was estimated that the new system would save over \$30,000 within five years of its implementation. (EMH/PF)

ED 129 310 IR 004 095

Buckland, Michael K.

Book Availability and the Library User.

Pub Date Apr 75

Note—196p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (ISBN-0-08-017709-3; \$13.00, hardcopy; \$7.50 in paperback)

Document Not Available from EDRS.

Descriptors—Books, *Cost Effectiveness, *Library Acquisition, *Library Administration, *Library Circulation, *Library Collections, Library Services, Library Technical Processes, Measurement Techniques, Obsolescence

Identifiers—Bradford's Law of Scattering

This text focuses on decisions which affect library stock control or the acquisition and management of library materials. The book covers five areas: (1) a definition of the problem; (2) optimal size of library stock; (3) diagnosis of faulty control of book availability; (4) improvement of book availability; and (5) synthesis of theories and discoveries outlined earlier. The main thrust is to relate library functions such as acquisition, duplicating, binding, circulation, and discarding to the needs and behaviors of library users. Since a large amount of the demand for books tends to be concentrated on a small proportion of the library's stock, this emphasis is revealed in the attention devoted to the problems of managing the titles that are in relatively high demand. (Author/EMH)

ED 129 311 IR 004 096

House, Connie

Matching the Library and the Inmate: Determining Inmate Interests in Order to Better Refine Library Services.

Texas State Dept. of Corrections, Huntsville.

Pub Date Jul 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Corrective Institutions, Information Needs, *Institution Libraries, Library Material Selection, *Library Surveys, *Prisoners, Questionnaires, *Reading Interests, Recreational Reading, Surveys

Identifiers—Texas

To assess the informational and recreational reading needs of the inmates in Texas prison units, surveys were conducted at one male and one female correctional facility. Prison populations were identified by age, race, and educational level. Subjects for the preference study were asked questions regarding: (1) reading background; (2) book preferences; (3) newspapers and magazines; (4) television and radio; (5) music; and (6) other background information. The survey results are presented in tabular summaries. The appendixes contain copies of survey questionnaires. (EMH)

ED 129 312 IR 004 097

Longo, Alexander A.

Guidelines for Optimum Utilization of Computerized Training Systems as Based on an Analysis and Evaluation of Such Programs in the U.S. Army.

Pub Date 76

Note—176p.; Ed.D. Research Project, Nova University

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Doctoral Theses, Educational Programs, Facility Utilization Research, Feasibility Studies, Guidelines, *Instructional Systems, *Military Training, *Program Effectiveness, Program Evaluation

Identifiers—IBM 1500 Instructional System, PLATO IV

To develop guidelines for the optimum use of computerized training systems in the Army, data related to computer based training were analyzed, including the results of a feasibility study and the results of comparative studies on student achievement, attrition, and attitudes. Three issues were addressed: (1) the effectiveness of computer based education (CBI) versus conventional instructional methods; (2) the comparison of two computer systems (IBM 1500 and PLATO IV); and (3) identification of problems unique to CBI. This report includes a review of relevant literature, background information on the study, a description of research methodology, and a summary of recommendations. (EMH)

ED 129 313 IR 004 098

Trejo, Arnulfo D., Ed. Lodwick, Kathleen L.

Quien es Quien: A Who's Who of Spanish Heritage Librarians in the United States.

Arizona Univ., Tucson. Coll. of Education.

Pub Date 76

Note—29p.; Graduate Library School Monograph No. 5

Available from—Bureau of School Services, College of Education, University of Arizona, Tucson, Arizona 85721 (\$3.00)

Document Not Available from EDRS.

Descriptors—Biographical Inventories, *Directories, Ethnic Groups, *Librarians, Mexican Americans, Spanish Americans, *Spanish Speaking

Identifiers—Hispanic Heritage

Identified are 245 librarians who speak Spanish, come from Hispanic backgrounds, and hold degrees in librarianship. Names are listed alphabetically. Each listing includes birthdate, source of degree, level of fluency in Spanish, professional specialization, work experience, professional memberships, publications, honors, home address, and present employment. Data are summarized according to ethnic group and geographic distribution. (EMH)

ED 129 314 IR 004 099

MacDonald, R. W. And Others

Catalogue Support Systems Study. Final Report for British Columbia Library Development Commission.

British Columbia Library Development Commission, Vancouver. Committee on Library Development.

Pub Date Sep 75

Note—149p.

Available from—Library Development Commission, Parliament Buildings, Victoria, B.C. (ISBN-0-919858-07-4; \$7.50)

Document Not Available from EDRS.

Descriptors—*Cataloging, College Libraries, Communications, Costs, *Library Automation,

*Library Networks, Library Surveys, On Line Systems, Public Libraries, School Libraries, University Libraries

Identifiers—*British Columbia, Machine Readable Cataloging

To determine the need for additional bibliographic resources in the libraries of British Columbia, Canada, an evaluation was undertaken which included visits to libraries and existing operational catalog support systems, and meetings with advisory committees. Recommendations included: (1) implementation of a province-wide, on-line catalog system; (2) use of batch processing to supplement the on-line services; (3) purchase of terminals by the province; and (4) establishment of a network organization with a full-time staff and standard operating procedures. This report provides background information and describes in detail each policy recommendation. (EMH)

ED 129 315 IR 004 100

Mattas, Frank W., Ed.

Curriculum Guides; California, 1976. Volume III. San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center.

Report No.—SMERC-CG-3

Pub Date 76

Note—29p.

Available from—San Mateo County Office of Education, SMERC, 333 Main Street, Redwood City, California 94063 (\$3.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Catalogs, *Curriculum Guides, *Instructional Materials

Identifiers—California

This catalog lists curriculum guides submitted by county and local agencies throughout California. The catalog has three sections: a subject index, an institutional index, and a summary section. Listings include title, catalog number, educational level, source, date of origin, length, and a brief description of contents. (EMH)

ED 129 316 95 IR 004 101

Mertens, Donna M. Bramble, William J.

Review of the Literature: Appalachian Needs in Five Programming Areas. Technical Report No. 13.

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Technical Applications Div.

Report No.—AESP-TR-13

Pub Date Jun 76

Contract—NIE-C-75-0001

Note—78p.; For a related document see IR 003 897 document see IR 003 897

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Business, Career Education, Early Childhood Education, *Educational Needs, *Health Needs, Human Resources, Industry, Information Needs, Inservice Teacher Education, *Literature Reviews, Medical Services, *Needs, *Regional Planning, Special Education, State Government

Identifiers—*Appalachia, Appalachian Educational Satellite Project, Appalachian Regional Commission

A literature review was conducted to ascertain the needs of the Appalachian Region. The introduction to the review provides an overview of the characteristics of the Appalachia region and the roles of the Appalachia Regional Commission and the Appalachian Educational Satellite Project. The methodology section discusses the method used to complete the literature search. The next five sections contain a review of the literature regarding Appalachia's needs in education, medical and health services, government, business and industry, and human resources and services. The last section contains conclusions and recommendations for further study. (EMH)

ED 129 317 IR 004 102

Amev, L. J.

Visual Literacy: Implications for the Production of Children's Television Programs.

Dalhousie Univ., Halifax (Nova Scotia).

Report No.—ISSN-0318-7403

Pub Date 76

Note—55p.

Available from—School of Library Service, Dalhousie University, Halifax, Nova Scotia B3H 4H8 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Children, Educational Philosophy, Learning Theories, *Television, Visualization, Visual Learning, *Visual Literacy
Identifiers—Electric Company, Sesame Street

Visual literacy, the integration of seeing with other cognitive processes, is an essential tool of learning. To explain the relationship between the perceiver and the perceived, three types of theories can be brought to bear: introverted; extroverted; and transactional. Franklin Fearing, George Herbert Mead, Martin Buber, and other theorists have sought to analyze the visual literacy phenomena, and from their work, useful insights have emerged that can help the producers of children's educational television programs to become more sensitive to the learning styles of children. Both the physical and the non-physical characteristics of visual communication deserve more investigation. (EMH)

ED 129 318 IR 004 103

Lilley, Dorothy B., Ed. Correll, Lou, Ed.
Learning Resources; Proceedings of a Conference (Commerce, Texas, December 15, 1975).

East Texas State Univ., Commerce. Center for Educational Media and Technology.

Pub Date Jul 76

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Certification, Conference Reports, Guidelines, *Instructional Materials Centers, Media Specialists, Public Schools, School Libraries, *Standards, State Licensing Boards, *State School District Relationship
Identifiers—*Texas

This conference report contains the texts of speeches delivered at a December, 1975 conference on Texas learning resource programs. Complete transcripts are provided for speeches on: (1) district and school site media programs; (2) guidelines for developing learning resource centers; (3) standards for learning resource programs; (4) the role of the State Board of Examiners in the certification of learning resource specialists; (5) state priorities; and (6) school certification programs that affect school media centers. Appendices include a copy of the conference program, a list of questions to be addressed at the conference, and a list of conference participants. (EMH)

ED 129 319 IR 004 104

Martin, Susan K.
Library Networks, 1976-77.

Pub Date 76

Note—131p.

Available from—Knowledge Industry Publications, Inc., 2 Corporate Park Drive, White Plains, New York 10604 (\$24.50, plus \$1.00 for postage and handling)

Document Not Available from EDRS.

Descriptors—Cataloging, Computers, *Data Bases, Information Services, *Library Automation, *Library Networks, National Programs, *On Line Systems, State of the Art Reviews
Identifiers—*Library of Congress, Machine Readable Cataloging, MARC, Multitype Library Cooperation, *OCLC, Ohio College Library Center

Some 25 library networks in the United States now rely on computers for resource sharing. Library functions that best lend themselves to automated network operation include: cataloging, acquisitions, interlibrary loan, and reference. Progress over the last ten years in collecting and standardizing machine-readable data for library applications forms a basis for networking, but work remains to be done in this area. The oldest and largest of the networks, the Ohio College Library Center (OCLC), now has over 700 on-line users. Given the existence and extent of OCLC, the new emphasis of the Library of Congress, a national network becomes conceivable. In the commercial sector, on-line services have grown rapidly in the reference field and are becoming established for cataloging and processing. Combining different types of libraries as well as public and private entities in a working system and achieving technical compatibility of the systems are major goals of prime importance to future national network development. Appended is a directory that gives the name, location, telephone number, administrator, status, and plans of the 25 networks and lists network members. (PF)

ED 129 320

Dalton, Phyllis I.

Southern Nevada Library Services; Serving Lincoln County, Nye County, Esmeralda County through the Clark County Library District: An Evaluation.

Pub Date 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bookmobiles, Community Services, Films, *Library Services, Program Evaluation, Program Improvement, *Public Libraries, Regional Libraries, *Rural Areas
Identifiers—Books by Mail, *Nevada

An anecdotal review covers the first year of increased library service in Nye, Lincoln, and Esmeralda Counties, Nevada, under the Southern Nevada Library Services project funded by the Library Services and Construction Act. Using information from questionnaires and site visits, the extent of library services in each community in the area is outlined. Recommendations are made for improvements in the services offered and in the administration of the project. (PF)

ED 129 321

Public Library and School Library Organizational Relationships and Interlibrary Cooperation; a Policy Statement.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date 76

Note—7p.

Available from—Publication Sales, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Interlibrary Loans, *Library Cooperation, Library Programs, Library Services, *Public Libraries, *School Libraries
Identifiers—*Multitype Library Cooperation, Wisconsin

The Wisconsin Department of Public Instruction's Division of Library Services supports the development of formal and informal cooperative arrangements between public libraries and school media programs. Although the two institutions share the common goal of providing information resources to their relevant publics, the authority for their establishment, their purposes and their programs differ. Areas suitable for cooperative activities include holding joint meetings, developing interlibrary loan arrangements, joint ordering and processing of materials, and exchanging lists of resources. The two institutions might also undertake joint training or planning sessions or conduct special exhibits or programs together. The Division does not recommend consolidation of the two kinds of libraries. (KB)

ED 129 322

School-Public Library Services within a Community; Problems & Questions on Consolidation. A Policy Statement. Bulletin No. 6539.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Services, Costs, Financial Support, Library Services, *Public Libraries, *School Libraries

Identifiers—Multitype Library Cooperation, *School Public Library Mergers, Wisconsin

Wisconsin state library, school library, and public school agencies advise against the consolidation of school and public libraries as a response to budget pressures. Adult library use generally declines under such arrangements. Inequity of support for various geographical areas could result. In addition, legal questions concerning the use of school collections by nonpublic school students have not been resolved. Experience in Wisconsin and literature reports do not show that such consolidations save money. In determining their policy position, the agencies considered a list of questions concerning facilities, staffing, decision-making authority, financing, collection, and administration which might indicate the feasibility of consolidation. Single paragraph descriptions of the three existing Wisconsin consolidated libraries and an 18-reference bibliography are appended. (KB)

ED 129 323

Wallen, Robert N. MacMillan, Thomas F.

Interdisciplinary Education for Nontraditional Students: A Case Study in Change.

IR 004 105

Mendocino Coll., Ukiah, Calif.

Pub Date 19 Mar 76

Note—32p.; Paper presented at the American Association of Community and Junior Colleges Annual Conference (Washington, D.C., March 19, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies (Education), *Community Colleges, Cost Effectiveness, *Curriculum Development, *Experimental Programs, Food, Higher Education, Instructional Innovation, *Interdisciplinary Approach, Junior Colleges, *Program Evaluation, World Problems
Identifiers—*Mendocino College

A team of students, faculty members, division chairpersons and administrators at Mendocino College developed a set of knowledge, skill and attitude goals for an interdisciplinary program around the theme of the "World Food Crisis." Once the broad goals had been set, a team representing the social sciences, natural sciences, and agriculture revised the course outlines for all courses in the required core program. A curriculum guide which considered the coordination issues of timing, sequence and context was developed. The "World Food Crisis" program received the support of the Carnegie Foundation supported Change in Liberal Arts Education Project. It was aimed at the liberal arts student seeking a broad understanding of contemporary social issues. The students who participated were older, on the average, than the traditional student at Mendocino. Many of them were actively involved in "back-to-earth" movements. The program proved as cost-beneficial as the rest of the college's activity in terms of weekly student and faculty contact hours. Pretest and posttest measures of personal growth in a "value-added" measurement revealed that program students made significant gains. Descriptions of the curriculum and copies of evaluation instruments are included. (KB)

ED 129 324

Williams, B. J. S.

Microforms in Information Handling.

Hatfield Polytechnic (England).

Report No—NRCd-1

Pub Date Aug 75

Note—92p.; Master's Thesis, University College, London

Available from—National Reprographic Centre for documentation, Hatfield Polytechnic, Endymion Road Annexe, Hatfield, Hertfordshire AL10 8AU, England (ISBN-0-85267-0761; 60 English pounds, microfiche only)

Document Not Available from EDRS.

Descriptors—Copyrights, Guides, Information Processing, Microfiche, Microfilm, Microform Readers, *Microforms, *Use Studies
Identifiers—National Reprographic Centre for documentation, NRCd

In an attempt to identify some of the factors which influence the utility of microforms as a medium for information handling, this report first traces some of the landmarks in the evolution of microforms since their invention in 1893. It next provides a factual account of current microform media and formats. The last section of the report contains discussions of the advantages and disadvantages of microforms, user resistance and reading equipment, bibliographic factors and format selection, and copyrights. (JY)

ED 129 325

Williams, B. J. S. Broadhurst, R. N.

The Use of Microfiche for Scientific and Technical Reports.

Hatfield Polytechnic (England).

Report No—AG-ARD-AG-198; NRCd-2

Pub Date Aug 75

Note—21p.

Available from—National Reprographic Centre for documentation, Hatfield Polytechnic, Endymion Road Annexe, Hatfield, Hertfordshire AL10 8AU, England (ISBN-0-85267-075-3; 30 English pounds in microfiche; 1.25 English pounds in hardcopy)

Document Not Available from EDRS.

Descriptors—*Guides, Information Retrieval, *Microfiche, Microform Reader Printers, Microform Readers, *Microreproduction, Technical Reports

Identifiers—National Reprographic Centre for documentation, NRCd

A general review of the use of microfiche by an individual researcher discusses microfiche formats, production and duplication of microfiche,

reading and printing from microfiche, and advanced microfiche retrieval and display systems. A glossary, a resource list, and a selective bibliography are also included in the report. (JY)

ED 129 326 IR 004 112

Spencer, J. R.

Holographic Information Storage and Retrieval. Final Report.

Hatfield Polytechnic (England).

Report No.—NRCd-3

Pub Date Aug 75

Note—31p.

Available from—National Reprographic Centre for documentation, Hatfield Polytechnic, Endymion Road Annexe, Hatfield, Hertfordshire AL10 8AU, England (ISBN-0-85267-080-X; .30 English pounds in microfiche; 1.00 English pounds in hardcopy)

Document Not Available from EDRS.

Descriptors—Closed Circuit Television, *Computer Storage Devices, Futures (of Society), *Holography, *Information Retrieval, *Information Storage, State of the Art Reviews

Identifiers—National Reprographic Centre for documentation, NRCd

A four-month investigation was made of holographic information storage and retrieval. After an extensive review of the state of the art of various holographic systems, it was concluded that digital holographic storage techniques hold the greatest promise for commercial development, especially since they are particularly well suited to computer application. It was also noted that for medium storage of textual information, holographic techniques would be too costly to be competitive, at least for the foreseeable future. (JY)

ED 129 327 IR 004 114

Bailey, Martha J.

The Position of the Middle Manager in the Academic Library Organization.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Sep 76

Note—61p.

Available from—Martha J. Bailey, Purdue University, Physics Library, West Lafayette, Indiana 47907 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrator Background, *Administrator Qualifications, *Administrator Responsibility, Educational Background, Employment Patterns, *Librarians, Library Administration, Library Research, Periodicals, Personnel Selection, Recruitment, *University Libraries

Identifiers—Middle Management

Middle managerial positions which were advertised by 56 libraries in 1975 were examined. From these were drawn lists of responsibilities, work experience, and job requirements. Then 23 middle managers in five member libraries of the Association of Research Libraries were interviewed to compare their positions to those advertised. Administrators at the same libraries were also interviewed to ascertain their views on the qualifications for middle managers. The information gathered was used to test three hypotheses: (1) position advertisements exaggerate the education and experience requirements for middle management positions; (2) middle management positions in academic libraries are advertised more often in "Chronicle of Higher Education" than in the library journals examined; (3) middle management positions cannot easily be compared on the basis of organizational position, amount and type of responsibility, or type and amount of education required. The first hypothesis was not supported by the data; hypothesis two was only partially supported; and hypothesis three was supported only regarding the amount and type of responsibility. (KB)

ED 129 328 IR 004 115

Clement, Evelyn G.

Audiovisual in Libraries; the Past.

Pub Date Jul 76

Note—22p.; Paper presented at the American Library Association Annual Conference (95th, Chicago, Illinois, July 19-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, Film Libraries, *Films, History, Librarians, *Libraries, Library Associations, *Library Collections, Public Libraries, Speeches

Identifiers—ALA 76, *American Library Association

By the first decade of the twentieth century, libraries were collecting pictures, post cards, clippings, recordings, music rolls, and stereographs. Circulation of these materials was often restricted, however. A number of progressive librarians stressed the acceptance of nonprinted materials as complementary to the book medium to the library function. Films were not usually included in these early media collections. The American Library Association (ALA) recognized the importance of film quite early. Audiovisual librarianship was introduced to the ALA structure by 1924. A number of programs were sponsored by the association to attract interested librarians, but many of the ALA recommendations for expanded library utilization of the new medium were not implemented. By the 1940's, committed staff and funds were available to the ALA to conduct a number of studies of the use of film and to establish working committees within the organization. A 22-reference bibliography is appended to the history. (KB)

ED 129 329 IR 004 116

Harvey, Francis A. And Others

Evaluation of Eight "Infinity Factory" Programs. Executive Summary.

Education Development Center, Inc., Newton, Mass.

Pub Date Jun 76

Note—18p.; For related documents, see IR 004 117-119

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attention, Comprehension, *Educational Television, Elementary Education, *Elementary School Mathematics, Grade 3, Grade 4, Grade 5, Grade 6, Humanistic Education, Knowledge Level, *Mathematics Instruction, Media Research, Mexican Americans, *Minority Group Children, Motivation, Negro Students, Program Evaluation, Self Esteem, Spanish Americans, Spanish Culture, Student Attitudes, Summative Evaluation, Teacher Attitudes

Identifiers—Blacks, *Infinity Factory, Latinos

"Infinity Factory" is a television series which presents mathematics in a common-sense way to help children understand the usefulness of mathematics in their own lives. The 52-programs in the series are for children ages 8 through 11, especially black and Latino children. While covering decimal systems, measurement, estimation, mapping and scaling, graphing, and problem solving, the series also stresses positive self images for minority children and other humanistic goals. An evaluation study was conducted of eight programs, using over 1,000 students, grades 3-6, as subjects. The study examined the programs' effectiveness as a whole and individually. Results showed that the series was effective in imparting math knowledge, holding student attention, and that teachers considered the programs to be effective and useful. (JY)

ED 129 330 IR 004 117

Harvey, Francis A. And Others

Evaluation of Eight "Infinity Factory" Programs; Part I: Analysis of the Eight-Show Series.

Education Development Center, Inc., Newton, Mass.

Pub Date Jun 76

Note—61p.; For related documents see IR 004 116-119

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Attention, Comprehension, *Educational Television, Elementary Education, *Elementary School Mathematics, Grade 3, Grade 4, Grade 5, Grade 6, Humanistic Education, Knowledge Level, *Mathematics Instruction, Media Research, Mexican Americans, *Minority Group Children, Motivation, Negro Students, Program Evaluation, Self Esteem, Spanish Americans, Spanish Culture, Student Attitudes, Summative Evaluation, Teacher Attitudes

Identifiers—Blacks, *Infinity Factory, Latinos

The "Infinity Factory" television series was developed to help children ages 8 through 11 to understand the usefulness of some basic mathematics skills for everyday life. Aimed primarily at black and Latino children, the series concentrates on: the decimal number system; measurement, especially the metric system; estimation; mapping and scaling; and graphing. Throughout the series there is emphasis on creative problem solving

techniques and on a positive student self-image. An evaluation of eight of the programs was conducted using 1,000 students and their teachers in 39 3rd-6th grade classes in four cities as subjects. The evaluation measured student attention, appeal of the overall programs and major segments of each program, student comprehension of story line and gains in math skills, attitudes toward math, social attitudes, and teachers' opinions of the effectiveness and usefulness of the series. This report gives a detailed analysis of the evaluation of the series taken as a whole. (JY)

ED 129 331 IR 004 118

Harvey, Francis A. And Others

Evaluation of Eight "Infinity Factory" Programs. Part II: Show-by-Show Analysis.

Education Development Center, Inc., Newton, Mass.

Pub Date Jun 76

Note—82p.; For related documents see IR 004 116-119

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Attention, Comprehension, *Educational Television, Elementary Education, *Elementary School Mathematics, Grade 3, Grade 4, Grade 5, Grade 6, Humanistic Education, Knowledge Level, *Mathematics Instruction, Media Research, Mexican Americans, *Minority Group Children, Motivation, Negro Students, Program Evaluation, Self Esteem, Spanish Americans, Spanish Culture, Student Attitudes, Summative Evaluation, Teacher Attitudes

Identifiers—Blacks, *Infinity Factory, Latinos

"Infinity Factory" is a television series which presents mathematics in a common-sense way to help children to understand the usefulness of mathematics in their own lives. The programs are for children ages 8 through 11, especially black and Latino children. Along with mathematics, the programs present a positive approach to the cultural and ethnic identity of minority group children. Major segments of eight programs and the series as a whole were evaluated. This report contains descriptions of each program and gives data on student attention, student appeal, teachers' opinions of the programs, and the number of kinds of related classroom activities. For each show the report presents: an abstract of its evaluation, a description of the show, a summary of evaluation procedures, and a discussion of the results of the evaluation. (JY)

ED 129 332 IR 004 119

Harvey, Francis A. And Others

Evaluation of Eight "Infinity Factory" Programs. Appendices.

Education Development Center, Inc., Newton, Mass.

Pub Date Jun 76

Note—258p.; For related documents see IR 004 116-118

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Educational Television, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, Measurement Instruments, Media Research, Minority Group Children, Program Evaluation

Identifiers—Appendices, Blacks, *Infinity Factory, Latinos

An evaluation was made of an educational television series called "Infinity Factory." The series was designed to teach elementary school children various math skills useful in everyday life. This volume consists of the appendices to the evaluation report. It includes abstracts of the analysis of the first eight shows, pretest/posttest instruments, various rating scales and questionnaires, and the raw data that were used in the evaluation. Program guides for the eight shows that were studied are also included. (JY)

ED 129 333 IR 004 120

Brown, James W.

New Media in Public Libraries; a Survey of Current Practices.

Pub Date Nov 76

Note—218p.

Available from—Jeffrey Norton Publishers, 145 East 49th Street, New York, N.Y. 10017 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Case Studies, Film Libraries, Films, Instructional Media, Library Extension, *Library Services, *Library Surveys, Phonotape Recordings, *Public Libraries, State Libraries, Television

Identifiers—Mediamobiles, New Media

Over 200 brief reports and some 85 case studies, developed from responses to a national questionnaire, report the state of the art for new media activities in public libraries. Through these case studies of large and small libraries throughout the United States, a picture of public library use of television, audio programs, mediamobiles, plus all types of film is presented. Some of the library activity descriptions are rather general; others are quite specific. All reveal an interest in expanding media use; many indicate the clientele toward which the new media service has been directed; some also present cost and evaluation efforts. Survey responses are organized by state. The case study material is organized in media-specific groupings. A list of 25 sources of additional information is appended. (KB)

ED 129 334 IR 004 121

Titus, Elizabeth McKenney
An Interlibrary Loan Primer.
Oakland Univ., Rochester, Mich. Kresge Library.
Pub Date 76
Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, Catalogs, *Interlibrary Loans, Library Circulation, *Library Technical Processes, Union Catalogs
Directions in the use of forms used by libraries to facilitate the interlibrary lending of newspapers, theses, books, and periodicals comprise the main body of this report. Numerous reproduced forms and worksheets illustrate these clerical aspects of loan procedures. A Library of Congress listing of union catalogs, library and publishers' catalogs, bibliographies, directories, and other sources useful in locating or verifying the existence of requested materials is included along with ten bibliographic and location verification exercises. (KB)

ED 129 335 IR 004 122

Russell, Henry G., Ed.
Foundation Annual Reports: What They Are and How to Use Them.

Foundation Center, New York, N.Y.

Pub Date 76

Note—49p.

Available from—The Foundation Center, 888 Seventh Avenue, New York, N.Y. 10019 (upon request)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, Financial Support, *Foundation Programs, Guides, *Information Centers, Information Sources, Microfiche Identifiers—*Foundation Center

The annual reports published by American private foundations give comprehensive information to grant-seeking researchers. The Foundation Center has compiled a directory of the names and addresses of the approximately 397 out of 25,000 foundations which publish annual reports. They have also reproduced some 1,304 reports on microfiche. This collection is available at the Foundation Center libraries, or individual microfiche copies may be ordered from the Center. Information about the Center, the directory of foundations, and a listing of the microfiche collection are contained in the report. (KB)

ED 129 336 IR 004 123

Cantor, Joan H. Brown, Judson S.
An Evaluation of the Trainer-Tester and Punchboard Tutor as Electronics Trouble-Shooting Training Aids. Technical Report.

Naval Training Device Center, Orlando, Fla.
Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No—NAVTRADEVEN-1257-2-1; NAV-TRADEVEN-P-20-F-14

Pub Date 3 Oct 56

Contract—NONR-1257(02)

Note—67p.; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Analysis, *Electronic Technicians, *Military Training, Performance Factors, Program Evaluation, *Simulators, Technical Education

Identifiers—Navy, Punchboard Tutor, Trainer Tester

The effectiveness of training aids in the teaching of elementary electronics trouble shooting was tested. Students entering the Basic Electronics course at the U.S. Naval Training Center,

Great Lakes, Illinois, were assigned to one of three groups being taught by either the standard Navy training method using actual operational equipment, training with actual equipment plus the Trainer-Tester, or training with actual equipment plus the Punchboard Tutor. The Trainer-Tester device presented the student with a list of the symptoms exhibited by a malfunctioning piece of equipment and required him to conduct a number of hypothetical tests and measures until he could determine the cause of the malfunction. The Punchboard Tutor device provided students with immediate correction of multiple choice questions. The performance of the three groups on examinations, laboratory grades, and overall performance was compared. Follow-up data on those trainees who went from the Basic Electronics course into Advanced Radar and Communication Schools was obtained. Students who used the training devices received higher overall grades than students who used equipment only. In Advanced Radar Training the Trainer-Tester users received better grades in Radar Laboratory. (KB)

ED 129 337 IR 004 124

Lumsdaine, Arthur A.

Design of Training Aids and Devices.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—AIR-290-60-FR-225

Pub Date 60

Contract—NONR-2700(00)

Note—75p.; Chapter two from "Human Factors Methods for System Design" edited by John D. Foley, Jr.; Archival document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Instructional Aids, Instructional Design, *Simulators, Training

Training devices should be designed to provide efficient learning conditions, especially guided practice and prompt feedback. These devices can be more useful than their operational equipment counterparts because they facilitate the focusing of learner attention on particular components of a total operation, they make operations visible for study, and they provide opportunity for ample student practice within allowable budgets. Design of these devices should begin from an analysis of performance objectives, the skills needed to meet them, and the characteristics of the trainees. Various training devices are particularly suited to the teaching of identification, facts and relationships, principles, sequential or variable procedures, diagnostic or motor skills. Classroom instructors may employ visual aids to assist them in their training functions. Use of mock-ups, animated wall displays, transparencies, wall charts and films should be aimed at motivating students and maximizing their personal response to the instruction. Photographs and drawings of training devices used in aviation and electronics illustrate the report. (KB)

ED 129 338 IR 004 125

Hatch, Richard S.

An Evaluation of the Effectiveness of a Self-Tutoring Approach Applied to Pilot Training.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No—P-1710-T-77535; WADC-TR-59-320

Pub Date Jul 59

Note—25p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, Equipment Evaluation, *Flight Training, Self Pacing Machines, *Teaching Machines

One of the critical aspects of the pilot's job is the requirement for accurate and ready recall of a large body of flight information. The effectiveness of a voluntary self-tutoring device to facilitate information acquisition and retention was examined. The device was a card machine which presented and scored responses to multiple choice information questions. Two matched groups of Air Force pilots were pretested on their knowledge of instrument flying information. The device was then installed in the crew lounge of one of the groups. No device was available to the other group. After a two month period both groups were posttested. Despite the fact that minimal exposure to the machine occurred, players improved significantly on the criterion tests while non-players did not improve. Factors

pertinent to the interpretation of the results and implications for further research are discussed. (KB)

ED 129 339 IR 004 126

Carr, William J.

Self-Instructional Devices: A Review of Current Concepts.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No—P-1710; T-77535; WADC-TR-59-503

Pub Date Aug 59

Contract—AF-33(626)-6526

Note—28p.; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, Learning Theories, Literature Reviews, Programmed Instruction, Teaching Machines

A selective review of the literature on self-instructional devices is presented, with emphasis on those studies which provide for a functional analysis of such devices. Three major classes of variables which influence the effectiveness of learning by means of self-instructional devices are discussed: the characteristics of the device, the characteristics of the program, and the characteristics of the learner. Attention is devoted to an analysis of the sequencing of material which maximizes the rate of learning and degree of retention with a focus on those variables which affect this programming process. A working model of the learning process is presented which is based on the theories of conditioning. The report includes a 37 reference bibliography. (KB)

ED 129 340 IR 004 140

Johnson, Bruce L. And Others

Methods of Library Use: Handbook for Bibliography I.

California Univ., Berkeley. School of Librarianship.

Pub Date Oct 76

Note—153p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bibliographies, *Catalogs, Government Publications, *Library Guides, Library Instruction, *Library Materials, *Library Skills, Microforms, Newspapers, Periodicals, Reference Books, *Reference Materials, Search Strategies, Textbooks, *University Libraries, Vocabulary

Identifiers—*University of California Berkeley

Written for an undergraduate course at the University of California at Berkeley, this handbook also serves as a general text on library use. Detailed instruction is given on the use of card catalogs, reference materials, periodicals, newspapers, microforms, government documents, and other library collections. Major general reference works are described and representative specialized works are listed. A model search strategy for researching a subject is outlined, and suggestions are given for bibliographic citation formats, note taking, and using unfamiliar libraries. A guide to 27 libraries on the Berkeley campus and a glossary of library terminology are included. (PF)

JC

ED 129 341 95 JC 760 492

Shisler, Clifford L.

Occupational Education Program Articulation Between Secondary Vocational Education Centers and Greenville Technical College. Final Program Performance Report.

Greenville Technical Coll., S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498Ah50303

Pub Date Sep 76

Grant—G00-75-00453

Note—124p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Articulation (Program), Behavioral Objectives, Drafting, Electricity, Machine Tools, *Performance Based Education, *Post Secondary Education, Student Evaluation, Technical Institutes, *Trade and Industrial Education, Vocational Counseling, *Vocational High Schools

The purpose of this project was the development of comprehensive articulation policies and procedures in three instructional areas common to Greenville Technical College and the Greenville County School System. The areas were Machine Tool Technology/Machine Shop, Engineering Graphics Technology/Drafting, and Industrial Electricity/Electronics. Project activities included development of a competency-based placement program to replace credit and clock-hour requirements, development of counselor skills in implementation of the articulation process, and statements of compatible and sequential behavioral objectives for both secondary and postsecondary instruction. Procedures were developed to allow advanced placement of vocational center students in postsecondary programs, a guidance information form was developed to give feedback to counselors on the progress of articulated students, teacher visitations were encouraged, and a counselor workshop was held. The bulk of this report consists of Program Articulation Booklets for each of the three instructional program. The Booklets contain student articulation flowcharts, articulation evaluation procedures, transcript evaluation forms, guidance information forms, a list of instructional units, and a detailed list of performance objectives. (JDS)

ED 129 342

JC 760 503

Pesuth, F. X.

A Survey of the Management System at St. Petersburg Junior College Using Likert's Profile.
Pub Date 23 Apr 76

Note—47p.; Ed.D. Practicum, Nova University. Pages 42 through 48 of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, Authoritarianism, Community Colleges, Employee Attitudes, *Junior Colleges, *Organizational Climate, *Organizational Development, Organizational Theories, Participation, School Surveys, Teacher Attitudes, *Work Environment

A study was conducted at St. Petersburg Junior College (Florida) to determine the level of congruency of current perceptions and future expectations regarding organizational climate, of faculty, professional career personnel, and upper-level supervisors. Also surveyed were first-level supervisors' beliefs of their subordinates' perceptions of organizational climate. A sample of 150 college personnel was surveyed using the Likert Profile of Organizational Climate, Form T. A response rate of 63.3% was achieved. It was found that perceptions and expectations between groups varied, and that overall, perceptions of organizational climate were incongruent. Professional personnel and faculty perceived the organization to be more Benevolent Authoritative than did the other groups who perceived the organization to be more Consultative. All of the groups held expectations that, for the future, the organization would become more Participative. As a result of the study, it was recommended that a series of Organizational Development interventions be planned as a way of managing change to reduce the degree of incongruency of perceptions. Also recommended was periodic testing of the organizational climate. The survey instrument and references are appended. (Author/JDS)

ED 129 343

JC 760 504

Status Report for the North Central Association.
Chicago City Colleges, Ill. Chicago City-Wide Inst.

Pub Date May 76

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Education, City Wide Programs, College Administration, Community Colleges, *Community Service Programs, Delivery Systems, *Educational Alternatives, *Junior Colleges, *Program Descriptions

Identifiers—Chicago City Wide Institute, *Non-campus Colleges

This report was prepared in conjunction with the application for accreditation status of the Chicago City-Wide Institute (CCWI) as a unit of the City Colleges of Chicago System. CCWI is an innovative, non-traditional, community-service oriented college, operating as a college without walls in cooperation with other units of the Chicago system. Its goal is to serve the many

adults who can benefit from higher education. CCWI, depending upon the types of programs at issue, manages directly, or supervises, or coordinates programs that transcend the capabilities of the traditional campuses. The educational mission of CCWI is carried out through its four major divisions: the Service Institutes, the Center for Open Learning, Special Programs, and Continuing Education-Community Services. Focal points of this report are: (1) the educational programs of CCWI; (2) a statement of clientele served; and (3) human, physical, and financial resources available. An analysis of the strengths and concerns of CCWI is included. Appendices include Board of Trustees reports, program summaries, general education (adult education) offerings, and a list of agencies cooperating with CCWI. (Author/JDS)

ED 129 344

JC 760 505

Preston, William G.

Final Examinations: Policies and Practices at Diablo Valley College and Statewide. Final Report.

Diablo Valley Coll. Pleasant Hill, Calif.

Pub Date 21 Jun 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Administrator Attitudes, Community Colleges, *Junior Colleges, School Policy, State Surveys, *Student Evaluation, *Student Testing, *Teacher Attitudes

Identifiers—California, *Final Examinations

This document is the final report of the Instruction Committee of the Diablo Valley College (DVC) Faculty Senate on a two-phase study conducted to determine attitudes and practices relating to final examinations both at DVC and at community colleges throughout California. Phase one involved 275 DVC faculty in a survey of DVC Faculty Practice and Perceptions of Final Examinations. Phase two involved 98 Deans of Instruction in California community colleges in a Statewide Survey of Community College Final Examination Policies and Procedures. In both phases of the study, questionnaires were utilized; a 45% response rate in phase one and an 82.7% response rate in phase two were achieved. The majority of DVC faculty appeared satisfied with current final examination schedules and procedures although there was some notable dissent. Faculty comments on final examinations, pro and con, are included in the report. Phase two results indicated that conditions essentially similar to those at DVC exist throughout California community colleges. Dissent on the issue of final examinations was also similar to that at DVC and selected comments are included in the report. Although the problem of how best to evaluate students seems universal, consensus seems to favor some form of regular testing of student academic achievement. This report presents some alternatives and modifications recommended by the respondents. Survey instruments and summary data are attached. (JDS)

ED 129 345

95

JC 760 506

Fall 1974 Entering Students at the End of Their Fourth Semester, Fall 1974 Through Spring 1976: Second Report. Student Flow Project, Report No. 11 (A Supplement to Report 6).

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—12p.; Supplement to ED 119 768

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Majors, Community Colleges, Comparative Analysis, *Graduates, *Junior Colleges, Liberal Arts Majors, Longitudinal Studies, *Persistence, *Student Characteristics, Transfer Students, Vocational Education

Identifiers—*Hawaii

The data presented in this report supplements that contained in Report 6 of this series of reports on a longitudinal study of student progress in Hawaii community colleges. Among the findings reported in this study are: (1) continuation rates for new and transfer students at the fourth semester were 42% and 31% respectively with a higher rate among the males than females; (2) about three-fourths of new and over one-half of transfer students were full-time with a minimum load of 12 credits; (3) greater propor-

tions of full-time students were found among vocational education majors than among liberal arts majors; (4) for both new and transfer students, credit-completion ratios were higher in their fourth semester than in their first; (5) females had higher graduation rates than males; (6) among the Hawaii campuses, Hawaii Community College had the highest graduation rate (22% for new and 31% for transfer students); (7) vocational education majors had higher graduation rates than their counterparts in liberal arts; and (8) overall, vocational education majors tended to have higher continuation, credit-completion, and graduation rates than liberal arts majors. Tables summarizing the data presented in the report are attached. (JDS)

ED 129 346

JC 760 507

Wood, Mary Anne

Profile of the Woman Journalism Teacher in the Two-year College.

Pub Date 18 Aug 75

Note—33p.; Paper presented to the Ad Hoc Committee on the Status of Women in Journalism Education, Association for Education in Journalism, Ottawa, Canada, August 18, 1975.

The survey instrument appended to the document may reproduce poorly.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Faculty, Community Colleges, Demography, Females, *Journalism, *Junior Colleges, *Sex Discrimination, Surveys, Teacher Background, *Teacher Characteristics, *Women Professors

This paper reports the results of a 1975 survey of 169 female journalism instructors in community colleges, conducted for the purpose of developing a demographic profile and to gather information about professional journalism and teaching experience relative to salary and other job-related topics. Of those surveyed, 54 usable responses were obtained. Among the findings were: the average salary was \$12,393 for a 9 to 10 month year; 47 respondents were employed full-time; 22 held M. A.'s in journalism or communications, 25 held M. A.'s in other fields, 1 held a Ph.D., and 6 had B. A.'s; 53% had no professional journalism experience; teaching and journalism experience tended to balance out, leading to little salary differential for women in these two categories; 94% were publications advisors, with 47% of the full-timers receiving released time to work on student publications; 60% felt their salaries to be equal to that of males with similar training and experience; 98% said women were considered for vacant jobs in their department; 85% or more reported no role conflicts in terms of classroom, studies or social situations; and 45% felt they had to put forth more effort than their male counterparts and that they had experienced some type of discrimination. The survey instrument is appended. (JDS)

ED 129 347

JC 760 508

College of DuPage Administrative Internship Program.

College of DuPage, Glen Ellyn, Ill.

Pub Date May 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Education, *College Administration, *College Faculty, Community Colleges, *Internship Programs, *Junior Colleges, *Management Development, Staff Improvement

Identifiers—College of DuPage

This paper describes the objectives, policies, and procedures of the College of DuPage's Administrative Internship Program, whereby faculty members can gain broad administrative experience in key administrative areas of the college. The program seeks not only to broaden the experience of the individual intern, but to promote empathy among faculty and administration, and to develop a pool of administrative talent for the college. Admission to Phase I of the two-phase internship program is accomplished by means of application and approval by a Board of Control. Upon approval, the intern is assigned to a mentor, who, with the intern, develops the individual intern program. Periodic meetings are held to discuss problems, progress, and experiences. Narrative reports are filed by parties to the internship at its end, and are filed in the intern's personnel file. Phase I internships are limited to four interns at a time, and may extend from two to four quarters at a minimum of one

hour per day. Phase II operates similarly, but seeks to provide in-depth administrative experience and involves high priority administrative responsibilities. A specified amount of released time may be arranged for Phase II activities, and successful completion is recognized by the college as administrative experience for employment purposes. Program materials are attached. (JDS)

ED 129 348 JC 760 509

Handbook for Evaluating Objectives.

Saint Louis Community Coll., Mo.

Pub Date Aug 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Behavior, Departments, Educational Objectives, Evaluation, *Evaluation Methods, *Guides, Manuals, Measurement, *Objectives, *Program Evaluation

This document was compiled for the Participative Management Program at St. Louis Community College. It is composed of four parts, each dealing with an aspect of evaluation of objectives. Part 1, An Introduction to Evaluation, discusses the difference between measurement and indication, the three general evaluation types (internal data, surveys, tests), their dependability, and the conceptual steps, tactics, and application of the three types. Part 2, Program Evaluation: Quantitative Methods, discusses human and theoretical problems with quantitative data, defines levels of measurement, and illustrates sample objectives measured at different levels. Part 3, Introduction to Attitudes and Attitude Measurement, defines attitudes and their cognitive, affective, and behavioral components, discusses functions of attitudes and a rationale for their measurement, describes characteristics of attitudes and behavior, and provides guidelines for measuring attitudes through use of examples. A general discussion of attitude measurement and the expected value to educators is included in this part. Part 4, Evaluation of Support Department Objectives, discusses objective formulation, emphasizing the writing of measurable objectives that are realistic, attainable, and focused on results. It is suggested that the writer of objectives decide on a quantitative standard, define the audience, set a deadline, and determine the mechanics of measurement for each objective. (JDS)

ED 129 349 JC 760 510

Balden, Otis L., Comp.

Professional, Personal, and Staff Development Report of St. Louis Community College at Forest Park, August, 1976.

Saint Louis Community Coll. at Forest Park, Mo.

Pub Date Aug 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, College Faculty, Community Colleges, *Inservice Education, *Inservice Programs, Institutional Research, *Junior Colleges, *Needs Assessment, Program Design, *Staff Improvement

Identifiers—*Staff Development
In October and November of 1975, the Office of Research at St. Louis Community College at Forest Park attempted to systematically determine what areas of staff development were desired and/or needed by the college staff. Questionnaires were sent to 350 staff members and 81 were returned for a 23% response rate. Questions asked of the respondents sought to elicit information regarding their needs, preferences for further formal education, types of workshops and institutes, and their preference relative to manner of participation (individually, in groups) in staff development activities. Results of the survey indicated that, overall, the respondents felt clarification of the college's philosophy and understanding of instructional innovation methods to be important needs. In terms of further education, the staff indicated a desire for opportunities to pursue advanced degrees and to obtain college credit. Workshops and institutes were preferred for summer scheduling and respondents generally indicated a preference to participate in staff development activities in small groups. The survey information is analyzed according to discipline/functional area. A listing of staff development activities carried out during 1975-76 is appended. (JDS)

ED 129 350 JC 760 511

Released and Extended Time Projects Committee, 1976.

Saint Louis Community Coll. at Forest Park, Mo.

Pub Date 76

Note—38p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Curriculum Development, *Educational Development, *Instructional Improvement, Instructional Innovation, *Junior Colleges, Program Improvement, *Released Time, Research Projects

This document is a compilation of 17 brief final reports resulting from research and curriculum projects carried out by faculty members of St. Louis Community College at Forest Park during released and extended time. Each report includes a project title, the name of the principal investigator, number of credit hours released, and college division. A statement of major objectives, a description of methods, materials, and procedures used, a summary of results, and major conclusions of each project are presented. This document illustrates the diversity of instructional development activities which faculty undertake under released time programs. (JDS)

ED 129 351 JC 760 512

Wilkinson, William K. And Others

CAI for the Visually Handicapped: Promising Collaboration Between Two and Four-Year Schools.

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aural Stimuli, Blind, College Cooperation, *Computer Assisted Instruction, Instructional Innovation, Junior Colleges, Research Projects, *Response Mode, *Teaching Methods, Universities, *Visually Handicapped

Identifiers—Project VOCAB, Vocal Response Mode

This report describes the efforts of the Office of Research and Extension of the North Carolina State University (NCSU) School of Education to develop vocal computer-assisted instruction (CAI) tutorials for blind junior college students, the rationale behind those efforts, the costs and means of funding for the project, and suggested ways in which such materials may be launched in the state school system. The overall purpose of Project VOCAB (Vocal Computer Assisted Instruction for the Blind) is to develop CAI which utilizes a voice response terminal enabling the computer to train and give feedback to the student user in a vocal response mode (i.e. the computer "talks" to the student). An estimated 4,000 visually handicapped persons in North Carolina could benefit from this means of instruction. NCSU and Pitt Technical Institute are cooperating in Project VOCAB and will be developing CAI modules in Basic Business Accounting and Introductory Data Processing. Funds for hardware and software necessary for this project are primarily being provided by the State Division of Services for the Blind. The CAI program will be initially located at Pitt Technical Institute with plans being made to identify three other schools in the state for expansion of the program. A selected reading list of 38 items is attached to the report. (Author/JDS)

ED 129 352 JC 760 513

Blissmer, Robert

The Orange Plan: A Model for Interdisciplinary Studies in Junior Colleges.

Pub Date 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Educational Alternatives, Independent Study, Integrated Curriculum, *Interdisciplinary Approach, *Junior Colleges, *Performance Contracts

Identifiers—Orange Coast College
This paper describes the Orange Plan, a learning support system at Orange Coast College (California) which creates alternatives to traditional educational experiences. The Orange Plan is composed of four subsystems: (1) learning contracts, (2) information systems, (3) resource consultants, and (4) interdisciplinary studies courses. Each subsystem is designed as an alternative to existing systems within the educational institution—classroom learning, textbooks, teachers, and discipline curriculum. The Orange Plan is intended to be holistic and integrated, using tools of the current system (classes and curriculum) and adding components which allow the student to fulfill personal and social objectives while satisfying content requirements. The bulk of this document consists of statements of program goals

and means available to the student for achieving them; a description of the Plan's contract learning, specifying objectives, procedures, responsibilities, and evaluation; a description of the information system; and a brief description of the Orange Plan's interdisciplinary courses. An institutional evaluation report and recommendations pertinent to the Plan are attached. (Author/JDS)

ED 129 353 95 JC 760 514

Lombardi, John

No- or Low-Tuition: A Lost Cause. Topical Paper No. 58.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Educational Finance, Educational History, Educational Opportunities, *Educational Policy, Fees, *Junior Colleges, *Open Enrollment, *Student Costs, *Tuition

Almost from the beginning of the junior college movement, its educational leaders emphasized the desirability of maintaining a no-tuition policy in order to extend free public education through the first two years of college. However, at no time in the 75 year history of public two-year colleges has there been widespread acceptance of the no- or low-tuition policy. Periodically, state laws have prohibited tuition but all of them have been amended or circumvented, allowing colleges to impose fees. Today, no state prohibits the charging of tuition and/or fees. Tuition/fees in two-year colleges average from 50% to 60% of those charged in four-year colleges. Average tuition and fees in 1974-75 have been variously estimated at \$263 to \$337. For the majority of students nationally they range from \$0-\$99 (low) to \$100-\$299 (moderate), but for the majority of colleges they are moderate to high (\$300-\$499). Tuition rises annually at a rate of 15% or more and by 1980 will average \$400. What effect tuition will have on the ideal of the "open door" depends on the amount of state and federal grants to institutions with limited incomes. It seems reasonable to expect that as tuition rises to the \$400-\$800 range, a large number of students from low income families will be unable to attend the two-year college. (Author/JDS)

ED 129 354 JC 760 515

Parsons, Michael H.

The Instructional Clinic: Staff Development in Action.

Pub Date 15 Jun 76

Note—11p.; Paper presented at the International Institute on the Community College (7th, Sarnia, Ontario, Canada, June 15, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Clinics, Community Colleges, Educational Development, Educational Problems, *Instructional Improvement, *Junior Colleges, *Problem Solving, Self Directed Groups, *Staff Improvement

Identifiers—Hagerstown Junior College

In a time of financial retrenchment, staff development involving factors external to the college (consultants, travel, workshops) must be reduced, yet staff development has been identified as the challenge to be met during the current decade. For the past year, Hagerstown Junior College (Maryland) has been operating an Instructional Clinic (IC) designed to be congruent with the needs of faculty and staff and drawing upon resources which already exist within the college. The IC is systematic and outcome oriented. It begins by analyzing concerns expressed by members of the college community. Assistance in meeting the concerns is drawn from the expertise possessed by other members of the community. In 1975-76, the IC met 14 times and approximately one-half of the staff attended at least one clinic. Nine issues were analyzed and consensus mandated continuing the process in 1976-77. Among the results produced by the IC in its first year were: development of a readability index for application to all text materials, design of an item analysis model to assess test validity, development of computerized reliability testing, development of audio-tutorial modules explaining term paper preparation, and development of a video-tape instructional evaluation model. The IC

is capable of resolving problems inherent in externally based staff development. (Author/JDS)

ED 129 355 JC 760 516

Seegmiller, Jesse F.

Current Students' Reactions to and Opinions of the

College of Eastern Utah, Winter Quarter, 1976.

College of Eastern Utah, Price.

Pub Date Jun 76

Note—72p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Attitudes, Curricular Activities, Community Colleges, Comparative Analysis, Counseling Services, Institutional Research, Instruction, *Junior Colleges, *Student Attitudes, Student Characteristics, *Student College Relationship, Student Personnel Services, *Teacher Attitudes

Identifiers—College of Eastern Utah

This document reports the results of a study conducted at the College of Eastern Utah (CEU) to assess student reaction to the college and to determine CEU's effectiveness in providing the services which students expect to receive. The study also assessed faculty, staff, and administration perceptions of student views relative to these matters. Survey forms were filled out by 34.2% (175) of the student body and by 51.4% (37) of the faculty, staff, and administration. Data analysis revealed the student sample to be non-random; weighting of responses was consequently employed and data was analyzed using the Chi-square test. A demographic profile of the student body was developed and is reported herein. Perceptions of CEU counseling, instruction and instructors, the learning assistance center, administrative/student relations, student activities, and facilities were obtained. While analysis revealed few differences in student perception according to age, grade point average, or class standing, a general discrepancy was found to exist in most areas between student views and faculty-staff perceptions of these views. It was concluded that faculty, staff, and administration need to be more aware of student feeling. The survey instrument is appended. (Author/JDS)

ED 129 356 JC 760 517

The Cluster Concept at Los Angeles Mission College.

Los Angeles Mission Coll., Calif.

Pub Date Jun 76

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Administrative Organization, Administrative Personnel, Charts, *Cluster Colleges, Community Colleges, Decentralization, Experimental Colleges, Governance, Interdisciplinary Approach, *Junior Colleges, *Organization, Salaries

Identifiers—Los Angeles Mission College

This report describes the organizational plan of Los Angeles Mission College (LAMC). LAMC has chosen a structure stemming from the cluster concept, involving semi-autonomous clusters, each small in size. These characteristics enhance student-faculty-administrator relations and permit each instructional unit to participate directly in its own evolution. At the same time, some services are centrally provided, thereby reducing costs by eliminating unnecessary duplication. LAMC's clusters will contain approximately 1,000 FTE students and 30 FTE faculty, organized around instructional programs, yet as educationally comprehensive as possible. Each cluster will have its own student government, with student activities emanating from the cluster. LAMC is functionally organized in three tiers: the office of the president, the office of the dean of the college, and the clusters. Policy formulation and implementation flow through a system of councils (administrative, academic, and student) and the three-tier structure. The LAMC plan is compared in detail to those at five other cluster community colleges in California. Organization charts, curricula, administrative salaries, and other statistical comparisons for the five colleges are presented in appendices. (Author/JDS)

ED 129 357 JC 760 518

Douthett, Nathan C.

The Future of Adult Education in Oregon Community Colleges.

Southwestern Oregon Community Coll., Coos Bay.

Pub Date [76]

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, Community Colleges, Continuous Learning, *Educational Finance, *Junior Colleges, Post Secondary Education, *State Aid, Vocational Education

Identifiers—Oregon

The central topic of this paper is the financing of adult education in Oregon. Participation by adults in postsecondary education has increased in recent years and will continue to increase as the result of demographic trends, labor market requirements, and personal desires for life enrichment. Oregon has made a significant commitment to adult education, but short range fiscal considerations threaten a reduction in adult education offerings in community colleges. Although Oregon has a distinctive postsecondary education record, it lags behind other states in its per-student appropriation of state and local taxes for higher education. Studies indicate that adults desire vocationally related courses, and, although costly, these can be financed if the state encourages community colleges to offer those educational services not available elsewhere. State control of overall FTE (full-time equivalent) funding of community colleges rather than course-by-course reimbursement approval is the best financing system; it allows the community colleges to retain their flexibility, responsiveness to community needs, and innovative ability. Overall funding limits should be set by the state, but individual community colleges should be able to expend funds according to the needs identified in their individual communities. (Author/JDS)

ED 129 358 JC 760 519

Levin, Bernard H. And Others

The Nelson-Denny Reading Test as a Predictor of Community College English and Psychology Grades.

Pub Date [76]

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, English, *Grade Prediction, *Junior Colleges, *Predictive Ability (Testing), Predictive Validity, Psychology, *Reading Tests

Identifiers—Nelson Denny Reading Test

This paper reports the results of a study conducted to examine the predictive validity of the Nelson-Denny Reading Test (NDRT) in the Virginia Community College System. Subjects were students at Blue Ridge Community College enrolled in English 101, 102, 111, 112, and Psychology 201, 202, or 203 during one academic year. The NDRT (Form A) was administered to students in each of the seven courses who were present on the day of administration. At the conclusion of each academic quarter, final grades were assembled. Means and standard deviations of the NDRT and final grades were computed as were product-moment correlations between NDRT scores and grades. Results indicated that NDRT Raw Vocabulary and Raw Comprehension scores correlated positively with final grades. Correlations were generally higher for Psychology than English. This difference may be accounted for by the fact that Psychology places greater reliance on reading than does English. These results indicated that NDRT scores predict course grades to the extent that course content is gleaned by reading. NDRT Rate scores do not serve as good predictors. Study data is presented in tabular form. (Author/JDS)

ED 129 359 JC 760 520

McCarter, W. Ronald Grigsby, Charles E.

Staff Development: A Community College Plan.

Southeastern Community Coll., Whiteville, N.C.

Note—43p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, College Faculty, Community Colleges, Evaluation, Faculty Evaluation, *Individual Development, *Junior Colleges, Personnel Needs, *Staff Improvement, *Training Objectives

Identifiers—Southeastern Community College

This document describes the rationale, development, and implementation of a coordinated college-wide staff development plan at Southeastern Community College. The plan, devised as a result of faculty and staff input, provides for the professional development and evaluation of all college staff: instructional personnel, administrative staff, secretarial and maintenance personnel. Components of the plan for faculty include: evaluation by students, evaluation

by supervisor, and evaluation of non-instructional activities (student advisement, committee work). In addition, each faculty member annually submits, after consultation, an Individual Professional Development Plan, specifying short- and long-range goals and means to attain them, and is thereafter evaluated on progress made toward goal completion. Administrative staff and counselors use a similar approach to professional development activity. Secretarial personnel have a Professional Standard Program which involves course work, workshops, work experience, and testing. Plant maintenance personnel have a system of professional development which includes course work, literature distribution and review, workshops, and evaluation checklists. Part-time faculty are individually oriented and attend teaching skill development workshops. The plan is intended to be flexible and responsive to changing college conditions. Forms used in the evaluation processes are attached. (JDS)

ED 129 360 JC 760 521

Hinrichsen, Keith A.

Program Development Released Time Grants to Facilitate Learning in the Social Sciences at Cerritos College, 1971-76.

Pub Date 4 Jun 76

Note—35p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Grants, Instructional Innovation, *Junior Colleges, Program Development, *Released Time, Teacher Attitudes, *Teacher Participation

Identifiers—Cerritos College

A study was conducted at Cerritos College (California) to determine the effects on classroom learning of instructional innovations developed as a consequence of released time grants, and to determine if released time grants for program development in the college's Social Sciences Division should be continued in light of a 50% decline in grant applications. Analyses of performance and retention rates for multimedia and individualized courses developed under the grant program and traditional sections of the courses were inconclusive. A survey of division faculty revealed that, although a great majority felt the grants were a sound investment, two-thirds had never applied for a grant due to perceived administrative encumbrances or unwillingness to be held responsible for results. Only 40% indicated they would consider applying if more assistance were given by the division chairman. A survey of eight other division chairmen found that six chairmen felt their divisions were still actively participating in the grant program, but five reported the same applicants constantly re-applying. Half claimed considerable counseling of applicants. On the basis of the findings, recommendations are made for improvements in grant program policies and procedures. (BB)

ED 129 361 JC 760 522

Hinrichsen, Keith A. Schaumburg, Gary F.

The "Dropout": A Look into the Historical Evolution of a Long-Standing Implied Policy at Cerritos College [California].

Pub Date 24 Jun 76

Note—44p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Dropout Rate, Dropout Research, *Dropouts, *Followup Studies, *Junior Colleges, Policy Formation, *School Policy, Withdrawal

Identifiers—Cerritos College

Fluctuations in financial and enrollment conditions have caused the faculty at Cerritos College (California) to be periodically subjected to intense pressure and to be held responsible for high student withdrawal rates, alternating with periods of administrative indifference. Concomitantly, college policy on non-punitive student course withdrawal has been either rigid or liberal. This study sought to determine if a defined policy on acceptable retention and withdrawal rates should be instituted, in light of data received from students about their reasons for withdrawing from college. Questionnaires were mailed to 3,866 students who had withdrawn in fall 1974; 965 (25%) were returned. Results indicated that employment necessities, financial problems, and job conflicts were the major determinants of withdrawal. Personal and health problems were also major factors. A great deal of variation in reasons for withdrawal was found, and in many cases the in-

teraction of several factors was responsible. It was also found that 34% of those who had withdrawn re-enrolled the following spring, and that only 10% did not plan on enrolling in the future. No formal policy on student withdrawal was suggested based on the findings, but written guidelines relating to withdrawal were recommended for counseling and instructional staff. (BB)

ED 129 362 95 JC 760 523
Fall 1975 Entering Students at the End of Their Second Semester, Fall 1975 through Spring 1976: First Report. Student Flow Project, Report No. 12.
Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 76

Note—15p.; Appendix, computer printouts of detailed statistical data by individual campus, has been deleted from this version of the document due to marginal reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Majors, Community Colleges, Comparative Analysis, Females, Graduates, *Junior Colleges, Junior College Students, Liberal Arts Majors, Longitudinal Studies, Males, *Persistence, *Student Characteristics, Transfer Students, Vocational Education

Identifiers—*Hawaii

This document, one of a series of reports from a longitudinal study of student flow in the Hawaii Community College System, analyzes the progress of fall 1975 entering students at the end of their second semester. Among the findings reported are: (1) in spring 1976, 75% of new (4,939) and 65% of transfer students (1,564) continued their enrollment; (2) vocational education majors had higher continuation rates than liberal arts majors or other unclassified students, and males had higher continuation rates than females; (3) new students were found to have higher full-time rates than transfers; (4) transfers had slightly higher credit-completion ratios than new students, females had higher credit-completion ratios than males, and vocational education majors had higher credit-completion ratios than liberal arts majors or other unclassified students; (5) changes of major were made by 6% of the new and 5% of the transfer students; (6) at the end of two semesters, 1% of the new and 2% of the transfer students had graduated; (7) females had higher graduation rates than males, and vocational education majors had higher graduation rates than liberal arts students; and (8) fall 1974 and fall 1975 entering students were found to be quite similar in their student progression characteristics at the end of their second semester. Data is presented in tabular form throughout this report. (Author/JDS)

ED 129 363 JC 760 524
Weaver, Thomas L.
Freshman College Students' Expressed Interests in a Human Sexuality Course and Twelve Related Topics; and Their Evaluation of Previous Instruction.

Pub Date 21 Jan 76

Note—77p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Freshmen, Community Colleges, Educational Needs, *Junior Colleges, *Sex Education, *Student Needs, Surveys

A study was conducted in the summer of 1975 to determine whether or not incoming freshmen at Central Florida Community College (CFCC) would be interested in a human sexuality course, and to assess this group's opinion of the human sexuality training it had received from parental, junior high school, and high school instruction. Questionnaires were distributed on a voluntary anonymous basis to 364 incoming CFCC freshmen. Of those approached, 344 (95%) volunteered to participate. This group comprised 40% of CFCC's 1975-76 first-time students. Data obtained were analyzed using the Chi-square test. Results of the study indicated that this group of students would be interested in a human sexuality course covering all aspects of human sexuality, excepting abortion, sterilization, and homosexuality. A subsample of persons over 20 years of age was drawn from the sample and their responses analyzed. Results were similar to those obtained for the total sample. The majority of respondents indicated that they felt their prior

formal human sexuality education had been inadequate. It was recommended that CFCC offer a human sexuality course reflecting those areas in which students had expressed interest. Chi-square contingency tables are attached. (JDS)

ED 129 364 JC 760 525
Redemer, Merrill
A Study of Educational Needs of John Wood Community College, District No. 539, Quincy, Illinois.

John Wood Community Coll., Quincy, Ill.; Sangamon State Univ., Springfield, Ill. Center for the Study of Middle-size Cities.

Pub Date Aug 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adults, College Bound Students, Community Colleges, *Community Surveys, Educational Interest, *Educational Needs, Educational Resources, Employers, *Junior Colleges, Manpower Needs, *Needs Assessment, Questionnaires

Identifiers—Illinois (Adams County), Illinois (Pike County), John Wood Community College
This document reports the results and recommendations stemming from a series of studies conducted to assess the educational needs and resources within the service area of a new institution in western Illinois, John Wood Community College. A random telephone survey of 695 community adults was made to determine educational interests, class scheduling and location preferences, and perceived obstacles to educational participation. A questionnaire survey of 20% of area high school juniors and seniors was conducted to determine career plans, types of postsecondary schools preferred, planned fields of study, financial assistance needed, or reasons for discontinuing education after high school. Manpower and training needs of the area were assessed through interviews with major area employers. Information on area educational resources was compiled through contacts with 106 educational institutions and community agencies providing some kind of educational service. For each study, methodology, results, implications, and recommendations are reported. A summary of the recommendations is included, and the survey instruments are appended. (JDS)

ED 129 365 JC 760 526
Cute, Brian Shenk, Ed
Cooperative Education, General and Vocational and the Veterans Administration.

Napa Coll., Calif.

Pub Date Mar 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, *Cooperative Education, *Post Secondary Education, Veterans, *Veterans Education, Vocational Education, *Work Experience Programs

Identifiers—U S Code Title 38, Veterans Administration

In an attempt to correct recent Veterans Administration (VA) regulations restricting benefits for veterans enrolled in cooperative education programs at community colleges, this paper describes the value of cooperative education, both vocational and general, and argues the supporting intent of federal law in Title 38 of the U. S. Code. Many community colleges emphasize the vocational area in the funding of new cooperative education programs; it is equally important for liberal arts students to experience the learning situation of work related to college study. The Napa College Work Experience program sets measurable learning objectives for the student at the beginning of the work experience, in terms of skill development, increased knowledge, and attitudes and motivations. Results of this procedure have been favorably received by students, employers and the college. Other features of Napa's Work Experience program are detailed. The proposal that cooperative education continue to be an approved course of study for veterans is presented, and recommendations for action by educators and by the Veterans Administration are suggested. (JMS)

ED 129 366 JC 760 527
Results of Assessment Studies of Developmental Education Programs in Ohio. A Report Presented at the Fourth Annual Ohio Developmental Education Conference.
Pub Date 18 Oct 76

Note—75p.; Presented by the Subcommittee on Measurement of Effectiveness of the Ohio State-Wide Advisory Committee on Developmental Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Basic Skills, Case Studies, *Developmental Programs, Educational Assessment, Grade Point Average, Persistence, Personal Growth, *Post Secondary Education, *Program Evaluation, *Remedial Programs, School Holding Power

Identifiers—Ohio

The outcomes of postsecondary developmental education programs in the state of Ohio are the focus of this report. Directors of over 50 developmental education programs funded partially by state funds were asked, in 1976, by a Subcommittee of the Ohio State-wide Advisory Committee on Developmental Education, to report on any efforts made to assess the impact of their programs. A total of 29 assessment reports from two- and four-year colleges were received. This report is divided into five sections; four sections summarize results of developmental education programs in terms of basic skills improvement, grade point averages (GPA), retention, and personal growth; the remaining section contains attachments, including the responses, in outline form, of the institutions reporting. The reports submitted indicate that developmental education programs and services have resulted in substantial, measurable improvement in basic skills, improvements in overall GPA and grades in related credit courses, higher retention rates, and varying levels of accomplishment of objectives relating to personal growth. (Author/JDS)

ED 129 367 JC 760 528
Steele, Gertrude M.

The Mature Woman Student at Skyline College. Research Report Number 1.

Skyline Coll., San Bruno, Calif.

Pub Date Feb 74

Note—113p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adjustment Problems, Adult Education, *Adult Students, Aspiration, Community Colleges, Family Relationship, *Junior Colleges, Questionnaires, *Student Characteristics, Student Needs, Surveys, *Womens Education

Identifiers—*Reentry Students, Skyline College

A survey was conducted of 921 mature women students (aged 30 and over) enrolled day and evening at Skyline College in fall 1972; 475 (52%) responded. The survey was designed to elicit demographic information, reasons why the women had previously interrupted their education, reasons for returning to school and primary goals, expectations and fears about returning to school, problems encountered at school, difficulties with transportation and scheduling, and the impact of return to school on relationships with husbands, children, and friends. Among the study findings were: half of the respondents were over 40 years of age; three-fourths were married; 90% had children; 50% worked outside the home (40% full-time); 39% had only or less than a high school education; 10% were full-time students; nearly three-fourths had been out of school for ten or more years; and over half had attended Skyline for more than one year. The data indicated that the women interrupted their education at earlier periods of their lives because of stereotypic sex-role attitudes of parents, school counselors, and society at large. Many (40%) returned to school because they "always wanted to." Goals of the women were equally divided between preparation for employment, skill upgrading for present jobs, preparation for new careers, and self-enrichment. Recommendations for improvement of services to mature women, an extensive bibliography, and the survey instrument are included. (JDS)

ED 129 368 JC 760 530
Martinko, Agnes

An Analysis of Student Transfers from Pennsylvania Community Colleges.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Aug 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Articulation (Program), Community Colleges, *Higher Education, *Junior Colleges,

Private Colleges, State Surveys, State Universities, Statistical Data, *Student Mobility, Transfer Programs, *Transfer Students
Identifiers—*Pennsylvania, Reverse Transfer Students

This document reports the results of an annual study of Pennsylvania community college transfer students and compares the results to those of previous studies. Data for the present study were obtained from those four-year institutions which received transfer students during the summer and fall of 1975. Results indicated that transfers totalled 4,278, up from 4,001 the previous year. State-related institutions received the most transfers, although 13% less than the previous year. A 23% increase was noted in state-owned institutions, while the private sector had an increase of 38%. Overall, in the five years the community college transfer data has been analyzed, the number of transfers has almost doubled. Yet, the impact of the expanding network of community colleges accounts for only one-fourth of the total interinstitutional student migration in Pennsylvania higher education. Recommendations made as a result of the study were: (1) a reporting system between transmitting and receiving institutions should be arranged in order that community colleges can follow their graduates to identify and resolve articulation difficulties; (2) information on reasons for student choice of institutions should be obtained for planning purposes; and (3) a future study should focus on articulation difficulties associated with the type of degree awarded. Tables of data are appended. (JDS)

ED 129 369 JC 760 531

Weiss, Janis H.

The Veteran at North Hennepin Community College: 1972-1974.

North Hennepin Community Coll., Minneapolis, Minn.

Pub Date Jun 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, College Credits, Community Colleges, Comparative Analysis, Dropout Rate, Grade Point Average, *Junior Colleges, Junior College Students, *Persistence, *Veterans

Identifiers—North Hennepin Community College

The academic progress of veteran students has delighted some and been a source of consternation to others. Three points of view seem most common: veterans do more poorly than other students; veterans do better than other students; and, veterans do not differ from other students. This study investigated the academic achievement of veterans at North Hennepin Community College. All veterans who had enrolled during the academic years 1972-73 through 1974-75 were included in the study. A record was made of credits, honor points, credit hours of non-credit-bearing grades, age, and graduation status. Veterans were found to account for about 18% of the total yearly headcount of students and about 18% of the total credit hour generation. No significant differences were found between veterans and non-veterans in average credit hour loads, grade point averages, or credit-course completion rates. In the three years studied, 70% of the veteran students persisted through all three quarters, a persistence rate felt to be not less than that of non-veteran students. The most compelling conclusion is that veterans do not differ from non-veterans in terms of academic achievement. (Author/JDS)

ED 129 370 JC 760 532

Articulation Agreement Between William Penn College and Indian Hills Community College.

Indian Hills Community Coll., Ottumwa, Iowa; William Penn Coll., Oskaloosa, Iowa.

Pub Date 1 Oct 76

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Articulation (Program), *College Cooperation, Community Colleges, Cooperative Planning, *Higher Education, *Junior Colleges, Private Colleges, Program Coordination, *Transfer Programs

Interinstitutional cooperation must assume a higher planning priority as competition for students and scarce resources becomes greater. It is perhaps of greatest benefit to students recognizing the purpose of both private and public institutions and wishing to partake of selected educational opportunities from both. Further, upper

division enrollees at private four-year colleges are increasingly coming from community colleges. This document results from recognition of these factors by William Penn College, a private institution, and Indian Hills Community College, and sets forth the terms and conditions of an articulation agreement designed to (1) identify specific interinstitutional areas of agreement; (2) set forth the criteria for transferring associate degrees as the first two-year component of the baccalaureate degree; (3) provide for continuous evaluation and review of programs, policies, procedures, and relationships affecting interinstitutional student transfer; (4) recognize those vocational-technical programs which can be articulated into the baccalaureate degree; and (5) recommend revisions, as necessary, to promote the success and general well-being of the students served by the parties to the agreement. Fifteen provisions constitute the bulk of this document. (Author/JDS)

ED 129 371 JC 760 533

Luskin, Bernard J.

Coastline Community College: A Dream with a Reality.

Coastline Community Coll., Fountain Valley, Calif.

Pub Date 17p

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Community Colleges, Continuous Learning, *Educational Alternatives, *Educational Innovation, *Educational Opportunities, *Junior Colleges
Identifiers—Coastline Community College, *Non-campus Colleges, Nontraditional Students

Coastline Community College (CCC) is a comprehensive community college without walls, committed to the basic philosophy that every individual shall have the opportunity for appropriate quality education up to the limits of his or her potential and that access to diverse educational opportunities shall be available to all interested adults. Its primary target population includes those who are motivationally and academically different, those with problems of access and transportation, those with specialized needs such as the handicapped, retired, or full-time employed, and those with special training needs. CCC brings educational programs into the community in flexible and diverse ways, and in response to citizen needs. A variety of learning experiences is available including: classroom courses, independent study, cooperative education, work-study programs, on-the-job training, and television courses for credit. The CCC mission is to create lifelong access to learning—specializing in transfer education, personal enrichment, apprenticeship, citizenship, retraining, and job upgrading. The community is the campus for Coastline. (Author/JDS)

ED 129 372 JC 760 534

Report to Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Coastline Community Coll., Fountain Valley, Calif.

Pub Date 1 May 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Community Colleges, Community Services, *Continuous Learning, *Educational Alternatives, *Educational Innovation, Educational Opportunities, Governance, *Junior Colleges, *Off Campus Facilities, Part Time Teachers

Identifiers—Coastline Community College, *Non-campus Colleges

This document, prepared as an accreditation report, provides an overview of the function, structure, services, and staffing of Coastline Community College (CCC), a noncampus institution which opened in September 1976. CCC was established because of continuing increases in the number of students in the Coast Community College District. Fiscal constraints prohibited site acquisition and construction for a new campus, but instructional and organizational alternatives and technology allowed for the formation of a college without walls, whose campus is the community. CCC has assumed responsibility for all programs previously offered through the evening divisions of the two existing district colleges. Its curriculum is comprehensive; in addition to regular courses offered in a variety of settings, students have opportunities to participate in inde-

pendent study, cooperative and work study programs, and on-the-job training. The faculty of CCC are presently drawn from other district and area colleges, and from the community, and are hired on a part-time basis. Student services and learning resources centers are available at sites throughout the community, as well as at the college's administrative center. (JDS)

ED 129 373 JC 760 535

Morton, John Warfel, George

Needs Assessment for Community Education.

Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date 10 Oct 75

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Community Education, *Community Involvement, Data Collection, Evaluation Criteria, Evaluation Methods, *Junior Colleges, *Needs Assessment, *Research Methodology, *School Community Relationship

This document discusses the unique features and philosophy of the community college, and ways of maximizing community and college interpenetration. The central section of the report deals with the role of needs assessment in community education. The concept of needs assessment espoused herein stresses continuation and community participation as the basic organizing principles of needs assessment. Active involvement of college personnel and community residents in the design, conduct, and decision-making stages of the assessment is explained as being essential to the assessment process. An eclectic approach to techniques for assessing needs is urged. Among the data that should be obtained from an assessment should be: population demographics, educational achievements and needs inventory, a picture of institutions and groups with power to affect the quantity and quality of the interaction between the college and the community, and strategies for incorporating the above into an on-going process of interaction. Specific techniques in addition to survey research are listed for consideration in the performance of a needs assessment. Common pitfalls associated with needs assessments are presented as is a discussion of ways of avoiding such pitfalls. (Author/JDS)

ED 129 374 JC 760 536

Kintzer, Frederick C.

Emerging Patterns of Statewide Articulation Transfer Agreements.

Pub Date 76

Note—144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Articulation (Program), College Cooperation, College Credits, Coordination, Educational Policy, *Higher Education, Interinstitutional Cooperation, *Junior Colleges, Master Plans, State Agencies, *Statewide Planning, *Transfer Programs, Transfer Students

This document provides an historical perspective on state government involvement in post-secondary articulation/transfer matters, and a state-by-state discussion of articulation developments in higher education. To date, 39 states have released guidelines or policies regulating the transfer of credit between two- and four-year colleges, and in some cases, procedures directing the articulation of curricula. Of the 39 state documents, 14 contain specifically drawn policies and 13 others are primarily made up of general guidelines. Most of the other 12 states rely almost entirely on interinstitutional agreements, but have also identified a state agency with some degree of statewide responsibility. In these 12 states, including the District of Columbia, statewide guidelines or policies are in the planning process. The final section of this document summarizes the articulation/transfer scene. Articulation/transfer policy agreements should continue to be voluntary. While the need for statewide guidelines and coordination is recognized, authority for policy determination should rest with institutions, although cooperative responsibility between institutions and state agencies is important in the formulation of interinstitutional policies and procedures on articulation/transfer. (Author/JDS)

ED 129 375 JC 760 537

Morishima, James K., Ed. And Others
Proceedings: Conference on Institutional Planning in Community Colleges (Seattle, Washington, April 29-30, 1976). Occasional Paper Number 27.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date Jul 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Administration, Community Colleges, Conference Reports, Decision Making, Educational Accountability, *Educational Planning, *Institutional Research, *Junior Colleges, *Management Information Systems, Objectives, *Research Needs, Research Skills

This document contains three conference papers concerning institutional research at the community college level. Ann Bromley discusses the practical implications of institutional research. The president, administrative staff, and faculty must be involved in identification of research issues, formulation of design, and application of findings. Research can provide data for decision making, can link administration and faculty more closely, and can help in implementing institutional goals. Gary A. Rice discusses the need for information systems in two-year colleges, so that decision making can shift from crisis-reactive to anticipatory-planning modes. A management information system model, a cost accounting analysis system model, and a curriculum accountability matrix model are presented in brief as potential means for synthesizing and analyzing data; William D. Cohen discusses the factors causing need for institutional research, objectives and subjects of institutional research at the community college level, and the organization of institutional research offices. Institutional researchers must not be satisfied with present levels of attainment, but must extend their competencies in information technology and their familiarity with higher educational administration. Bibliographies for each paper are included. (JDS)

ED 129 376 JC 760 538

Mincks, Sue
A Writing Teacher Looks at Individualization.

Pub Date Jul 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational History, Humanistic Education, *Individualized Instruction, Individualized Programs, *Pacing, *Performance Based Education, Systems Approach

Identifiers—Dalton Plan, Winnetka Plan

This paper provides an historical and contemporary overview and criticism of individualized instruction, beginning with the Dalton Plan and Winnetka Plan of the 1920's. While there appears to be a proliferation of new individualized methods and procedures, they have existed in several forms in the past and have been utilized on a large scale, international in dimension. Although individualized systems are designed to provide opportunities for self-pacing by students, critics have charged that this method results in the devolution of teachers to mechanics and trainers. Individualized instruction is further criticized for its lack of opportunity for group interaction and for its lack of flexibility, as the planned curriculum has been broken down into multiple subunits, each requiring the student's attention, regardless of his needs. Individualized systems seem to promote linearity, continuity, and insularity where some argue that a more holistic and synthesized approach would be more appropriate. Demands for accountability will continue for some time and individualized systems lend themselves to objective evaluation of student learning, albeit the subjective is often ignored. Scrutiny and criticism of the individualized approach should be continued. Concomitantly, the most creative approaches possible within the scope of individualized instruction should be sought. (JDS)

ED 129 377 JC 760 539

Padilla, Bennie J.
Follow-up Study of Graduates from the 1975 Los Angeles City College Registered Nurse Program. Research Study 76-8.

Los Angeles City Coll., Calif.

Pub Date Sep 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Followup Studies, Health Occupations Education, Institutional Research, *Junior Colleges, *Nurses, Program Evaluation, Vocational Followup

Identifiers—Los Angeles City College

A follow-up study of 1975 Los Angeles City College nursing program graduates was conducted to determine the degree of success achieved by the graduates on the State Board Test Pool Examination, to compare the achievement of 1975 graduates to that of 1974 and 1973 graduates, to assess their degree of success in obtaining employment, to determine earning power and attitudes toward the program, and to ascertain the graduates' recommendations for improvement of the nursing program. A total of 72 graduates were studied, of which 61 passed the State Examination on their first attempt (85%) and 66 (92%) passed after two attempts. The 1975 graduates did not do as well as the preceding two classes which had pass rates of 95% and 96% on the State Examination. A follow-up questionnaire was sent to the 1975 graduates and 28% responded. Results indicated that all of the respondents were employed, most as team leaders, and most were employed as medical/surgical nurses. Modal salary was \$900-\$999 per month. All but one of the respondents indicated plans to continue their education. Most graduates felt that the teaching staff and medical/surgical training were program strengths but that more experiential training was needed. Student comments are included. (JDS)

ED 129 378 JC 760 540

Mussano, Frank

The Effects of a Compulsory On Campus Residence Policy upon Academic Achievement for Freshmen.

Pub Date 23 Oct 76

Note—21p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Academic Probation, *College Freshmen, College Housing, *Commuting Students, Comparative Analysis, *Dormitories, Persistence, Post Secondary Education, *Residence Requirements

This study examined the effect of on-campus living upon scholastic achievement, dropout rate, and the number of students placed on academic probation, at York College of Pennsylvania. Forty on-campus residents from the 1975-76 freshman class were matched with forty off-campus students with regard to age, sex, intelligence, and marital status. Analysis of academic records revealed that the mean scholastic average of on-campus students was not higher than the average for those off campus, and that attrition and probation rates were not lower for campus residents. In light of these findings, it was recommended that the policy of York College requiring all freshmen to live on campus as an aid to scholastic achievement not be reinstated. Rather, it was suggested that those freshmen wishing to live off campus be released, replacing them with upperclassmen wishing to live on campus. (Author/JDS)

ED 129 379 JC 760 541

Bushnell, David S.

The Priorities and Problems of a Community College President.

Pub Date Feb 74

Note—23p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (54th, Washington, D. C., February 25-27, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Role, Community Colleges, Educational Finance, Educational Innovation, *Educational Trends, *Futures (of Society), Governance, *Junior Colleges, National Surveys, *Objectives, *Presidents, Statewide Planning

Identifiers—Project Focus

This paper reports some of the findings of Project Focus which relate to the community college president. Project Focus, a nationwide study of the community college and its key constituents (students, faculty, presidents, and state administrators), sought to determine perceptions of the goals of the community college, emerging governance patterns, future sources of fiscal support, and trends affecting the future of the community college. Among the findings discussed are: a consensus was emerging on the goal of the community college, "to provide some form of

education for any student regardless of academic ability"; guidance and counseling and innovation in programs were viewed as having a high priority level under both ample and stringent budgetary conditions, while continuing education had a relatively low institutional priority; state control was seen as becoming a more important factor in institutional operation with potential impact on institutional mission; the role of the president was seen as that of leader, decision-maker, and coordinator; and pressures for educational opportunity, job training/retraining, more leisure time, rising operational costs, and competition for resources were viewed as factors affecting the future of the community college. (JDS)

ED 129 380 JC 760 542

Fishman, Florence Dugan, Marjorie

Alternative Programs and Services for the Non-Traditional Student.

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academically Handicapped, Community Colleges, Developmental Programs, *Educational Alternatives, *Educationally Disadvantaged, *Junior Colleges, Learning Laboratories, *Remedial Programs, School Holding Power, *Tutoring

Identifiers—Community College of Philadelphia, *Nontraditional Students

This paper describes support programs and services at the Community College of Philadelphia (CCP) designed to provide alternatives for the nontraditional student. All entering students scoring below the 20th percentile on the reading section of the Comprehensive Test of Basic Skills are advised to enter a program named Project II, a block scheduled program containing two credit courses and two noncredit remedial reading and writing courses. Students who have been away from school, or whose academic preparation is weak, have an option to enter the Cooperative Learning Program, a two-semester program offering courses from almost all curricular areas of the college as well as training in study skills, career information sessions, and tutoring. Counselors are attached to the programs to follow up on students, providing assistance as necessary. Some data on these programs already indicate success: retention rate for the Cooperative Learning Program was 91% compared to 67% for the college overall, and over 50% of the students enrolled in the program advanced to sophomore status after one year while only 15 to 25% of the general college freshmen did so. A discussion of the tutoring component of the program and the services of the Learning Laboratory is presented, as is a brief discussion of future institutional responses to nontraditional students. (JDS)

ED 129 381 JC 760 543

Gleazer, Edmund J., Jr.

Responding to the New Spirit of Learning.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date 76

Note—20p.; Address presented at the National Assembly of the National Center for Higher Education Management Systems, (Denver, Colorado, January 26-27, 1976)

Available from—American Association of Community and Junior Colleges, One DuPont Circle, N. W., Suite 410, Washington, D. C. 20036 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Continuous Learning, *Educational Objectives, *Educational Opportunities, Educational Planning, *Educational Policy, Needs Assessment, *Post Secondary Education

Wholesome and promising change is occurring in American education, with interest in adult educational opportunities expanding in impressive proportions. Yet a kind of riptide exists between the interest in lifelong learning and the apparently limited financial resources available for conventional education for transitional students. On what basis should priorities be set? How should public resources be deployed? Agreement is needed on a sense of direction for education. The goal that every individual should have the opportunity for appropriate education up to the limits of his or her potential should be re-examined to determine whether it should be amended or modified. Assessments of community educational needs, with broad involvement of the citizenry, would aid in the goal clarification

process. Studies are needed that would result in: (1) a better and wider understanding of the rapidly changing characteristics of educational consumers; (2) an awareness of the diversity of institutions; (3) a statement of goals and perspectives; (4) a proposed policy framework to encourage desirable diversity and institutional initiative and adaptability; (5) alternative ways of demonstrating accountability; (6) encouragement of voluntary cooperation among institutions with common interests. America has unusual opportunities to build an education system more and more interwoven with life's other meaningful activities. (Author/JDS)

ED 129 382 JC 760 544

Cowley, Dan

Human Resource Development and Human Services Technology—A Training Program Comes of Age: Final Project Report.

Wayne Community Coll., Goldsboro, N.C.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date 30 Jun 76

Grant—NIMH-T41-12827

Note—551p.; Pages 318 through 320, and 332 through 343 of the original document (computer printouts) have been deleted due to poor reproducibility

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, Curriculum Guides, *Human Services, *Junior Colleges, Mental Health, *Paraprofessional Personnel, Program Evaluation, *Psychiatric Aides, Social Services
Identifiers—North Carolina

This report presents comprehensive documentation for the Mental Health Associate Training Project at Wayne Community College. The report is composed of twelve sections describing: (1) the changing nature, philosophy and scope of the human services as a system; (2) the characteristics of the college service area; (3) general information about Wayne Community College; (4) the Mental Health Associate training program and its rationale; (5) development of the Mental Health Associate curriculum and its relationship to the advised curriculum of the North Carolina State Department of Community Colleges; (6) an outline of the curriculum offered in the training program, a bibliography of teaching materials, and course objectives; (7) a detailed description of components of the curriculum; (8) practicum placements, internships, primary and secondary training resources, and training contracts and evaluation forms; (9) staffing problems and activities; (10) recruitment and selection of students, graduation standards, and predictors of job success; (11) the evaluation process and statistical data associated with the community, the college, and the program; and (12) alternative career ladder proposals and the personnel job classifications implemented within the North Carolina human services system. (JDS)

ED 129 383 95 JC 760 545

McManis, Gerald L.

Planning, Management and Evaluation. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. 1, No. 1.

McManis Associates, Inc., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Administration, Higher Education, Input Output Analysis, Junior Colleges, Management, *Management by Objectives, *Management Information Systems, Management Systems, *Planning, *Post Secondary Education, *Program Budgeting, University Administration

Identifiers—*Planning Management Evaluation System, Planning Programing Budgeting System, PME System, PPBS, Transaction Information Systems

The purpose of this manual is to offer assistance to colleges and universities involved with, or interested in, improvement in their fundamental administrative process in a manner compatible with the Planning, Management and Evaluation System (PME) approach articulated by the United States Office of Education. Planning is defined as that institutional process by which the college establishes its mission and its

derivative goals and objectives; management in the PME context addresses those policies and operating decisions which enable the college to achieve its objectives; and evaluation is concerned with determining the actual performance of the institution as weighed against the intended outcomes. The body of this manual consists of a presentation and discussion of PME techniques. Among them are Planning, Programming and Budgeting (PPB), Management by Objectives (MBO), Management Information Systems (MIS), and Transaction Information Systems (TIS). Although PME application varies situationally from one institution to another, the final section of this manual describes generally appropriate considerations for implementation of PME. Numerous illustrative charts and graphs are included throughout the manual in further explication of the text. (Author/JDS)

ED 129 384 95 JC 760 546

The Function of External Evaluation in the AID Program. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. 1, No. 2.

Advanced Institutional Development Program Two-Year College Consortium; McManis Associates, Inc., Washington, D.C.; University Associates, Inc., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Consultants, *Evaluation Methods, *Junior Colleges, Planning, Program Development, *Program Evaluation

Identifiers—*Advanced Institutional Development Program, *External Evaluation

While the values derived from institutional self-evaluation efforts are fairly well understood, external evaluation is an important process in aiding an institution in the achievement of its goals; it supplements and complements, but does not supplant self-evaluation. Common functions of the external evaluation component of the Advanced Institutional Development (AID) Program include: (1) determining the extent to which the college has developed a continuing internal evaluation system, encompassing its total operations and internal constituencies; (2) examining relationships between institutional goals, mission, and AID Program activity objectives; and (3) determination of adequacy of procedures and processes employed for periodic re-examination of goals and mission, effectiveness assessment, communication of evaluation information, and use of evaluation information in planning. It is not a function of external evaluation to render judgements about the quality or substance of the institution's goals or mission or to render opinions on funding or non-funding of specific activities. The external evaluator's qualifications should include: familiarity with the AID Program, AID monitoring and evaluation concepts, forms, and processes; access to varying expertise needed to evaluate outcomes of the institution's activities; and a background in higher education evaluation. (Author/JDS)

ED 129 385 95 JC 760 547

Harvey, L. James, Ed.

Outcome Measurements in Higher Education. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. 1, No. 3.

Advanced Institutional Development Program Two-Year College Consortium; McManis Associates, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—48p.; Papers presented at a workshop held by the Advanced Institutional Development Program Two-year College Consortium, Washington, D.C., March 17, 1976.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Educational Objectives, *Evaluation Methods, *Input Output Analysis, *Junior Colleges, Management Systems, *Measurement Techniques, Performance Criteria, Systems Approach, Systems Concepts

Identifiers—OCM, *Outcome Measures, Planning Management Evaluation System, PME System

Pressures from both outside and inside the institution are making it imperative that community colleges improve their ability to document and articulate the outputs and impacts of their programs. This document addresses itself to this issue and to the problems associated with measurement of outcomes in postsecondary education. An approach taken by the National Center for Higher Education Management Systems (NCHEMS) in dealing with outcome measurement problems is presented. Another paper attempts to clarify the relationship between Planning, Management and Evaluation (PME) Systems and Outcome Measures (OCM) where OCM is seen as an integral component of the complete PME System. The remaining two papers describe outcome measurement projects underway at El Paso Community College (Texas) and Kalamazoo Valley Community College (Michigan). Contributors include Richard Drum, L. James Harvey, Charles J. Kinnison, Sidney S. Micek, and Enrique Soles, Jr. Appended are a list of outcome measures, a sample of NCHEMS' outcome measures procedure, and a tentative list of outcome measures developed by Kalamazoo Valley Community College. (Author/JDS)

ED 129 386 JC 760 548

MacLaren, Sharon

Community College—University Relations: An Examination of the Positive Functions of Conflict.

Pub Date Mar 76

Note—13p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (56th, Washington, D. C., March 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Role, Community Colleges, *Conflict, *Educational History, *Junior Colleges, *Universities
Identifiers—Coser (Lewis)

This paper applies Lewis Coser's theory of social conflict to an historical examination of community junior college/university relationships. This relationship has been marked by antagonism, jealousies, and general substantial conflict since the 1920's—first, over the establishment of vocational programs in junior colleges, and second, over junior college efforts to obtain legislative endorsement and state support. Underlying the conflict were opposing views of the purpose of higher education: the development of intellectual power apart from society (rationalistic-academic) or the preparation of workers for society (utilitarian-democratic). The consequence of this conflict has been the mobilization and increased cohesion of the junior college advocates, the development of a junior college rhetoric, and finally the development of an identity for the community junior college based on the very characteristics of which university critics have been junior college and its graduates, universities remain skeptical of this younger institution's worth. For the community junior college, this skepticism may be a blessing in disguise. (BB)

ED 129 387 JC 760 549

Hankin, Joseph N.

State Legislation and the Status of Collective Bargaining in Community and Junior Colleges, 1976. Special Report No. 28.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date Aug 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Junior Colleges, *State Legislation, Statistical Data, *Unions

This document provides a quick reference to the present status of collective bargaining in community/junior colleges in the several states and also provides a brief profile of the institutions organized to date. As of the spring of 1976, 315 community and junior colleges/campuses had bargaining representatives and/or contracts, an increase of 53 over one year earlier. Currently, 30.6% of the students and 32.89% of the faculty are in community/junior colleges represented by faculty bargaining agents (24.9% of all two-year campuses). Tabular data and narrative summaries of the profiles of institutions where unions exist constitute the bulk of this document. Other tables include: statutory references, with notes on special features, for the 24 states with higher education collective bargaining legislation; notes on

recent bargaining-related decisions in the 26 states without higher education enabling legislation; summary of representative agents for public and private two-year colleges; and representative agents by state. A brief bibliography of recent publications is included. (JDS)

ED 129 388 JC 760 550
Weaver, Thomas L.

A Comparative Study of the Locus of Control Orientation of Graduates, Administrators, Counselors, Teaching Faculty, High-Risk Students, and Dropouts.

Pub Date 8 Jul 76

Note—78p.; Ed.D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, Age, College Faculty, Community Colleges, Comparative Analysis, *Junior Colleges, *Junior College Students, *Locus of Control, *Professional Personnel, Racial Differences, Sex Differences
Identifiers—Nowicki Strickland Locus of Control Scale

This paper reports the results of a study conducted to compare the locus of control orientation of the following Central Florida Community College (CFCC) groups: professional personnel (administrators, division directors, counselors, and teaching faculty); graduates; non-traditional, high-risk students; withdrawals; and students dropping two or more courses. Data for analysis was obtained as a result of the administration of the Adult form of the Nowicki-Strickland Internal-External (ANS-IE) Opinion Survey. Because of the limited response rates of certain study subgroups, generalizations could be made only with regard to CFCC professional personnel (N=37) and high-risk students (N=40). Results of the study indicated that CFCC professional personnel had considerably higher internal locus of control orientation than did the total sample of high-risk students. Further, CFCC personnel had higher internal locus of control scores than did all student respondents. Communication of the concept of locus of control to college professional personnel and utilization of techniques designed to facilitate student development of internal locus of control orientation were recommended. Tables break down the data by age, sex, and race, and the scale is appended. (Author/JDS)

ED 129 389 JC 760 551
Bennett, Delphia Shannon, Mary Louise

A Study to Determine the Involvement in Governance of Part-time Instructional Personnel at the Downtown Campus of Florida Junior College at Jacksonville.

Pub Date Jun 76

Note—20p.; Ed.D. Practicum, Nova University. Appendix A (brochure) has been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Decision Making, *Governance, *Job Satisfaction, *Junior Colleges, *Part Time Teachers, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Participation

The perceptions of part-time faculty at the Downtown Campus of Florida Junior College concerning what their role in college governance should be, what it actually was, their satisfaction with their governance role, and their general knowledge of how the governance process operated, were surveyed by means of a questionnaire sent to 112 part-time instructors, of whom 51 (46%) responded. Responses were scored using a modified Likert Scale. Results of the analysis indicated that the majority of respondents felt their role in governance was almost non-existent. Most agreed that their role in decision-making was not what it should be ideally, but that it was what could realistically be expected. While most of the respondents indicated satisfaction with the college's physical facilities and their relationship with administrators, they were undecided about their role in the college and about their satisfaction with information (communication) provided them by the college. It was concluded that part-time faculty were generally satisfied with their present part-time status and with their role in decision-making. An extensive bibliography is included in the document and the survey instrument is appended. (Author/JDS)

ED 129 390 JC 760 552
Morrison, James L. Friedman, Charles P.

Community College Faculty Attitudes, Socialization Experiences, and Perceived Teaching Effectiveness.

Pub Date [76]

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Effective Teaching, *Junior Colleges, Personnel Policy, Predictor Variables, *Socialization, Student Evaluation of Teacher Performance, Surveys, *Teacher Attitudes, Teacher Background, *Teacher Selection

This paper reports the results of a study conducted to ascertain whether the variance in teaching effectiveness of community college faculty, as assessed by students, can be attributed to particular attitudes of these faculty (acceptance of the community college concept, educational and reference group orientations) and/or to particular socialization experiences (years of community college teaching experience, highest academic degree, number of graduate courses in education) which these faculty have undergone. A theoretical model based on symbolic interactionism is presented and explained. Data to test the model were acquired through a 1973 survey of faculty and students at five Pennsylvania community colleges. Of 484 full-time faculty surveyed, 260 (54%) responded. Data on student perception of the teaching effectiveness of 175 of the responding faculty were obtained by surveying all students in one randomly selected class of each faculty member. Factor analysis and Pearson product-moment correlation statistical procedures were utilized in the data analysis. It was concluded that the socialization experiences and educational orientations assessed in this study (and generally used by administrators in faculty selection) are not appropriate as objective criteria for predicting teacher effectiveness in the community college. Further, other factors will have to be sought as the principal determinants of variation in perceived teaching effectiveness. (Author/JDS)

ED 129 391 JC 760 553
New Learner: New Clientele. Faculty Development Program, 1976/77.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Students, Beginning Teachers, *Change Strategies, *College Faculty, Community Colleges, Effective Teaching, *Inservice Teacher Education, *Junior Colleges, Program Descriptions, *Staff Improvement, Student Teacher Relationship, Teaching Methods

Identifiers—Nontraditional Students, Staff Development, William Rainey Harper College

This handbook for the 1976-77 Faculty Development Program at William Rainey Harper College (WRHC) is a continuation of the effort to assist the faculty in examining their own professional attitudes toward instruction and their relationships with their students. The major objectives of the 1976-77 program are to investigate the topic of "New Learners: New Clientele" specifically as it relates to the WRHC district. Among the programs and activities described are: (1) special funding for faculty development through research, experimentation, travel, sabbatical leaves, instructional development, and continued education; (2) a series of guest speaker presentations; and (3) the New Faculty Development Program and New Faculty Mentor Program. An overview and background material on New Learners: New Clientele comprises approximately one-half of this document. Discussed are: "new students", methods of instruction, characteristics of an open university, the implications of stages of adult development for higher education, problems in implementing open learning programs, and an overview of instructional strategies. (Author/JDS)

ED 129 392 JC 760 554
Goals and Objectives for 1976-77.
Muskingum Area Technical Coll., Zanesville, Ohio.

Pub Date 26 Jul 76

Note—24p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Administration, Institutional Role, Junior Colleges, *Management by Objectives, *Objectives, *Performance Criteria, *Technical Institutes

Identifiers—Muskingum Area Technical College

This document lists Muskingum Area Technical College's (MATC) institutional goals and objectives for 1976-77. MATC uses a management by objectives (MBO) approach in order to direct the efforts of its personnel toward completion of measurable objectives leading to achievement of its institutional goals, which are derived from the philosophy and purpose of the institution. The goals are presented in two sequences: (1) primary goals, those goals of major importance to the purpose and mission of the college, and (2) enabling goals, which support the achievement of the primary goals. Beneath each goal is listed a varying number of objectives, short-term (up to one year) measurable achievements which are intended to reflect progress toward the accomplishment of a goal. The office of the college bearing primary responsibility for the accomplishment of each goal and objective is indicated. Also included in this document are definitions of goals and objectives, a brief presentation on school management by objectives, and a copy of the MATC president's memorandum to employees eliciting personal professional improvement objectives from each staff member (individual objectives are not included). (JDS)

ED 129 393 JC 760 555
Kellerman, James S.

Changes in Management/Personality Styles of Department Chairpersons: A Case Study at Valencia Community College.

Pub Date 75

Note—105p.; Ed.D. Dissertation, Nova University
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Administrator Responsibility, Community Colleges, *Department Directors (School), *Junior Colleges, *Management Education, *Personality Change, Personality Studies

Identifiers—Department Chairmen, Management Style, Valencia Community College

The effect of environment factors in producing change in the management/personality styles of department chairpersons was examined in this study. The study group, consisting of department chairpersons at Valencia Community College (Florida), and a comparable control group, were administered pre-tests and post-tests on the Myers-Briggs Type Indicator and the Reddin 3-D Management Style Diagnosis Test. Additional information was obtained through interviews with the chairpersons. Treatment on the study group consisted of seven planned management training sessions. In addition, the effects of seven unplanned critical events (statewide budget cut, imposition of enrollment cap, etc.) on both the study group and control group were analyzed. Findings indicated that the training sessions and unplanned critical events had no effect on the department chairpersons' management/personality styles. Additional findings underscored the importance of role definition for department chairpersons and the effects of increased responsibilities. Recommendations were derived for the improvement of educational practices in three areas: training, involvement, and evaluation. Statistical data generated from the study are appended as is a document on the roles and responsibilities of department chairpersons at Valencia developed during one of the training sessions. (Author/JDS)

ED 129 394 JC 760 556
Bourn, Ken
Self Concept Development for High Risk Students in the Community College.

Note—14p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, Florida, October 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Skills, Community Colleges, Developmental Programs, *Educationally Disadvantaged, Individual Development, *Junior Colleges, Junior College Students, *Low Achievers, *Remedial Programs, Remedial Reading Programs, *Self Concept, Self Concept Tests

Identifiers—Essex Community College, High Risk Students, Tennessee Self Concept Scale

A study was conducted to ascertain whether a basic skills development program, an individualized, programmed laboratory experience in which

students contracted to work toward a self-defined resolution of their skill deficiencies, would result in a measurable change in the self concept of high-risk students enrolled in the program at Essex Community College (Maryland). The Tennessee Self Concept Scale was administered to the 11 students enrolled in the class at the outset and the conclusion of the semester. Actual growth in self concept was calculated by subtracting the pre-test score from the post-test score with the extent of the student's self concept change rated as a percent of the actual growth score in relation to potential growth. Analysis of the data revealed the percent of growth in self concept of the study subjects ranged from -1 to 57. Student grade point averages (GPA) were also used in the evaluation: five students showed a decline in GPA compared to the previous semester, three an increase, and for the remaining three there were no comparable data. It was concluded that growth in self concept was achieved but was not always directly reflected in student GPA. When other variables such as course loads and persistence are considered, a growth relationship can be seen. (JDS)

ED 129 395 JC 760 559
Elwood, William F., Jr.

The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty.

Seminole Community Coll., Sanford, Fla.

Pub Date Oct 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Curriculum Guides, *Inservice Teacher Education, *Junior Colleges, *Part Time Teachers, *Staff Improvement, Teacher Education Curriculum, Teacher Workshops, *Vocational Education Teachers

Identifiers—Seminole Community College
This document presents the rationale for and the curriculum for a workshop for part-time faculty, particularly faculty in occupational areas who are skilled professionals in their occupational fields but have had no formal instruction in current teaching techniques. While this curriculum is tailored to the specific needs of Seminole Community College (Florida), it is felt to have a wider value for other community junior colleges in developing their own inservice workshops. The curriculum is designed for use in a 15-hour (total) workshop. Its elements are: (1) an introduction and orientation to the community college and the role of the instructor therein; (2) the teaching-learning interface which includes analysis of learning behavior, cognitive style, the community college student, and characteristics of the effective instructor; (3) teaching strategies for large and small groups, and individuals; (4) instructional aids and their use; (5) instructional evaluation, testing, and grading; and (6) planning for instruction, including lesson planning, task description, and lesson preparation. Performance objectives, instructional materials (audiovisual equipment and materials, handouts), and instructional suggestions are given for each workshop topic. An appendix lists the instructional materials for the entire curriculum by type. (JDS)

ED 129 396 JC 760 560
Frazer, Gary W.

A Report on the Independent Study Program.

Waubesa Community Coll., Sugar Grove, Ill.

Pub Date Dec 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Independent Study, *Junior Colleges, Program Evaluation, Program Length, *Student Projects

Identifiers—Waubesa Community College
The Independent Study course at Waubesa Community College is offered for two semester hours of credit, accumulative to a maximum of four semester hours. Students not completing their independent study project in one semester may receive an extension for an additional semester. Analysis of the records of 91 Independent Study enrollees in the fall, spring, interim, and summer semester of the 1974-75 school year indicated that 54% had completed the course (48% in one semester), 40% continued their project into the fall, 1975 semester, and 7% withdrew. The students represented 13 curricular areas of the college and their study topics reflected this wide variation; 19% were psychology majors, 14% were pre-education majors, 16%

were undecided, and the remainder were equally distributed among other transfer program areas. Continuation of the Independent Study course is recommended, but some constraints on completion time should be implemented, while the maximum allowable amount of credit should be increased. Extension of the course to include vocational students should be considered. (BB)

PS

ED 129 397 PS 008 340

Weinberg, Richard A., Ed. Moore, Shirley G., Ed.

Evaluation of Educational Programs for Young Children: The Minnesota Round Table on Early Childhood Education II.

Child Development Associate Consortium, Inc., Washington, D.C.; Minnesota Univ., Minneapolis. Center for Early Education and Development.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Grant—OCD-G-H3926

Note—86p.; Book is based on presentations presented at the Minnesota Round Table on Early Childhood Education II (Wayzata, Minnesota, May 16-17, 1974)

Available from—Child Development Associate Consortium, 7315 Wisconsin Avenue, Suite 601E, Washington, D.C. 20014 (Publication Number 1.0675-2, \$3.95, plus \$0.50 for postage and handling; discounts on larger quantities)

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Conference Reports, Demonstration Programs, *Early Childhood Education, *Educational Policy, Educational Television, Evaluation Methods, Family Environment, Intellectual Development, *Preschool Programs, *Program Evaluation, Test Validity

Identifiers—Child Development Associate Consortium, Child Development Associates

This is a collection of papers based on presentations made by participants in the Minnesota Round Table II sponsored by the University of Minnesota and the Child Development Associate Consortium in 1974. Included are an introduction to the conference (Richard A. Weinberg and Shirley G. Moore) and the following articles: (1) Planning Evaluation Studies (Glenn Bracht); (2) Policy Evaluation: An Arena for Early Childhood and Development (Edith Grotberg); (3) Evaluation of Educational Programs (William W. Cooley); (4) Problems in Evaluating Early Education Programs (Samuel Ball); (5) The Search for Validity or the Evaluator's Nightmare (Irving E. Sigel); (6) Understanding Intellectual Experiences in Young Children (Jean Carew); (7) A Collaborative Approach to Early Childhood Evaluation: The Child Development Associates Model (Ernest D. Washington). (MS)

ED 129 398 95 PS 008 710

Ray, Margaret Parkman And Others

Analysis and Modification of Maternal Teaching Strategies in Rural Poor Families. Final Report.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—NPECE-70-003; OEC-3-7-0706-3118

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Child Rearing, Communication Skills, *Early Childhood Education, Economically Disadvantaged, Educationally Disadvantaged, Home Visits, *Home Visits, *Intellectual Development, Interaction, Intervention, Language Skills, *Lower Class Parents, Mother Attitudes, Mothers, *Parent Education, Play, Research, Rural Environment, *Teaching Programs, *Verbal Communication, Verbal Development

To examine the differences between mother-child interaction in middle class and in isolated rural poor families, a sample of 24 rural poor and 12 middle class mothers were videotaped as they interacted with their preschool children in structured situations. (Rural poor mothers were found

to initiate verbal interaction with a question, a situation that exerts more pressure on the child to respond as vs. an information-providing situation which offers the child an opportunity to respond without pressing him.) As a result of the taped observations, a home teaching program was developed to improve the informational resources and verbal interaction of rural poor mothers with their children. The home-teaching program centered on changing rural poor mothers' strategies for interacting with their children from a question-asking to an information-providing strategy through a series of 16 weekly one hour visits to 12 rural poor mothers' homes. During these visits, the home visitor worked with the mother and her preschool children demonstrating a variety of play activities which focused on the development of language skills and better mother-child communication. The Peabody Picture Vocabulary Test and the Wechsler Preschool and Primary Scale of Intelligence were administered to children before and after the program. Significant results (average of 7.37 points higher than pre-test scores $t=2.15$, $p<.05$ for children who participated in program) were found for the verbal scale of the Wechsler test. (SB)

ED 129 399 95 PS 008 717

Hendrix, Sandra Dokecki, Paul R.

The Personal-Social Competence Development of Low-Income Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Report No.—DARCEE-R-3B0P10-1; DARCEE-R-3H0P02-1

Pub Date May 73

Contract—NPECE-70-006

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Need, Adjustment (to Environment), Age Differences, Behavior Patterns, Delay of Gratification, *Disadvantaged Youth, *Early Childhood Education, *Educational Research, Elementary School Students, *Family Environment, *Individual Development, Intelligence, Intelligence Tests, Literature Reviews, Locus of Control, Measurement Techniques, Negroes, Self Concept, *Social Development

Identifiers—*DARCEE, Demonstration and Research Center Early Education

This paper is a preliminary report of a project designed to determine the family and other environmental factors which are associated with effective functioning in children from low income environments. The purpose of the project was to determine the strengths in poverty situations which should be capitalized on in developing educational programs and to learn more about children's coping and adaptive mechanisms in general. A total of 143 low income black children served as subjects in the pilot study. The Stanford-Binet was administered to each child. The attitudinal variables of need for achievement, delay of gratification, reflectivity and internal-external control were assessed using individually administered tests and an experimental choice situation. Behavioral adjustment was measured through behavior ratings by classroom teachers. Results indicated that the measure of need for achievement showed no relationship to other attitudinal variables, behavioral adjustment, chronological age, or mental age. The motor inhibition test of impulsivity was significantly related to mental age, but showed no relationship to chronological age, behavioral adjustment, or the measures of attitudinal development. The negative internal control subscale was associated with chronological age only. No significant relationships were found for the positive internal control dimensions or delay of gratification. (Author/MS)

ED 129 400 95 PS 008 718

Forrester, Betty J. And Others

Materials for Infant Development.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—NPECE-70-006

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Child Development, Child Rearing, *Children's Literature, Cultural Enrichment, Disadvantaged Youth, Field Studies, *Guides, Home Visits, Infants, Instructional Materials, Low Income Groups, Mothers, Preschool Children, *Preschool Education, Selection, Siblings, *Skill Development, *Toys

Identifiers—*DARCEE, Demonstration and Research Center Early Education

This manual, which discusses materials that promote infant growth and development, is part of an approach to working with low-income mothers and infants in their homes to increase the educability of the infants. There is a brief discussion of infant development and the Demonstration and Research Center for Early Education Infant Study (DARCEE) Skill Development Curriculum Model, and a section on provisions recommended to promote infant development; provisions by the mother; and provisions of play materials for infants. Another section is devoted to materials field-tested in homes. Materials used in the DARCEE Home Visiting Program are described, including materials distributed by the home visitor, assignments made by the home visitors, verbal motivators given by the mothers, and home visit illustrations. (MS)

ED 129 401 95 PS 008 720

Willis, E. Anne. Ricciuti, Henry N.

Longitudinal Observations of Infants' Daily Arrivals at a Day Care Center.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education.

Spons Agency—Central Midwestern Regional Educational Lab., St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 16 Apr 74

Contract—NE-C-003-0103

Note—28p.; Filmed from best available copy.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affective Behavior, Attachment Behavior, *Child Care Centers, Child Care Workers, Day Care Services, Infant Behavior, *Infants, *Longitudinal Studies, Observation, *Parent Child Relationship, Parents, *Preschool Education, Rating Scales

This longitudinal study was concerned with infants' reactions to being greeted by a caregiver upon arrival at the nursery, being left by the parent with the caregiver, and to reunion with the parents. Observations were made twice weekly in the natural setting of the nursery foyer where parents normally arrive with their infants. An affectivity scale included in the appendix was used to rate infants' reactions. Subjects were 7 girls and three boys who were assigned to three groups: four half-day older infants whose mean age at entry into day care was 5.1 months; three full-day babies whose average entry age was 4.7 and three full-day younger babies whose average entry age was 2.7. Study findings tended to support the critical importance of stability and continuity in the people giving care to babies outside the home. Entry into day care at a younger age and a shorter daily separation are indicated as factors which may facilitate the baby's daily adjustment to day care. (MS)

ED 129 402 PS 008 721

Quillian, Benjamin F., Jr. Rogers, Kathryn S.

Nine Model Programs for Young Children: Program Summaries for Potential Implementation. Volume I.

National Coordination Center for Early Childhood Education, St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—184p.; For Volume II, see PS 008 722

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavior Change, Bilingual Education, *Bilingual Students, *Disadvantaged Youth, *Early Childhood Education, English (Second Language), Home Visits, Individualized Instruction, Intervention, Open Education, Parent Participation, *Preschool Children, Preschool Curriculum, *Preschool Programs, *Program Descriptions, Program Evaluation, Spanish Speaking, Teaching Methods, Traditional Schools

Identifiers—Bilingual Early Childhood Program, DARCEE, Demonstration and Research Center Early Education, Education Development

Center, Florida Parent Education Model, Oral Language Program, Primary Education Project, Project Follow Through, Responsive Model Program, Tucson Early Education Model

This survey, representing a wide spectrum of teaching strategies and educational outlooks, is the result of a number of requests to the National Program on Early Childhood Education (NPECE) for a concise description of a variety of tested programs for young children that can be installed by local communities. A requirement of these programs was that they be well-defined, easily transportable, reasonably economical, and consistent in attaining positive educational outcomes. Also important were availability of training and support services. The programs considered were for 4- to 6-year-olds. Target audiences were bilingual, disadvantaged, and preschool or early elementary children. The four teaching strategies represented are open classroom, structured classroom, individualized instruction, and non-institutionalized instruction. Specific program descriptions under each strategy are: open classroom, the Tucson Early Education Model (TEEM), and the Education Development Center Approach (EDC); bilingual education, the Bilingual Early Childhood Program (SEDL) and the Oral Language Program (SWCEL); structured classroom, the Demonstration and Research Center for Early Education (DARCEE)/National Program on Early Childhood Education (NPECE) Program, and the Behavior Analysis Plan; individualized instruction, the Responsive Model Program and the Primary Education Project (PEP); and non-institutional instruction, the Florida Parent Education Model. (MS)

ED 129 403 PS 008 722

Quillian, Benjamin F., Jr. Rogers, Kathryn S.

Nine Model Programs for Young Children: Appendix of Supplementary Materials. Volume II. National Coordination Center for Early Childhood Education, St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—137p.; For Volume I, see PS 008 721

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Bilingual Education, *Bilingual Students, Cognitive Development, *Disadvantaged Youth, *Early Childhood Education, *Instructional Materials, Intervention, Language Development, Lesson Plans, Open Education, Parent Participation, *Preschool Children, Preschool Curriculum, *Preschool Programs, *Program Descriptions, Reading Instruction, Sensory Training, Social Development, Spanish Speaking

Identifiers—Bilingual Early Childhood Program, DARCEE, Demonstration and Research Center Early Education, Florida Parent Education Model, Piaget (Jean), Primary Education Project, Project Follow Through, Responsive Model Program, Tucson Early Education Model

This appendix to the National Program on Early Childhood Education (NPECE) Survey contains materials intended to provide additional information about six of the nine programs described in the survey. The materials include: (1) narrative descriptions of cooking and reading experiences for the Tucson Early Education Model; (2) information on curriculum, staff development and scheduling for the Bilingual Early Education Program (SEDL); (3) information on curriculum, scheduling, home visitation, evaluation and other aspects of the DARCEE/NPECE Preschool Program; (4) a list of problem-solving processes related to the objectives of the Responsive Model Program; (5) a sample curriculum sequence and an outline of skills for the Primary Education Project; and (6) information on curriculum and data collection instruments for the Florida Parent Education Model. (MS)

ED 129 404 95 PS 008 725

Kansas Center for Research in Early Childhood Education. Annual Report (Part I) FY73.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Nov 73

Contract—NPECE-70-004; OEC-0-70-4152(607)

Note—341p.; Not available in hard copy due to marginal legibility of sections of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Anesthesiology, Arousal Patterns, Behavior Patterns, Child Care, *Child Care Workers, Cross Cultural Studies, *Day Care Services, Design Needs, Early Childhood Education, *Environmental Research, *Infant Behavior, Motor Development, Narcotics, Nutrition, Open Plan Schools, *Perinatal Influences, Physical Environment, Research, School Design, Staff Improvement, Stimulus Behavior, Testing

Identifiers—Apgar Scale, *Brazelton Neonatal Assessment Scale, *Obstetrical Drugs, Uruguay (Montevideo)

This report includes five documents, three on child care research, and two concerning individual differences and discriminative abilities in newborn and young infants. "The Organization of Infant Day Care Environments: Feedback-Produced Improvements in Staff Job Performance" reports on the effectiveness of monitoring procedures as corrective feedback for four infant care duties. "Open-Environment Design for Infant and Toddler Day Care" studies the environment of day care centers, demonstrating that an open environment facilitates supervision and small group activities. "Menus for Toddler Day Care: Food Preference and Spoon use" describes a measurement system for determining toddler food preference. "American and Uruguayan Infants: Reliabilities, Maternal Drug Histories and Population Differences Using the Brazelton Scale" assesses the behavior of 44 infants from birth to one month using Brazelton's Neonatal Assessment Scale. "Evaluation of Early Development with the Brazelton Scale—Effects of Obstetrical Medication" studies 44 infants analyzing the results in two ways: (1) consistencies, changes, and organization over the first month; (2) relation between behavior patterns of newborns and pain-relief drugs, including general anesthesia, administered to the Mothers during labor and delivery. Tables charted for each observational day show correlations between Brazelton items, state of the infant, patterns of infant behavior, and obstetrical drugs. (JH)

ED 129 405 95 PS 008 726

Holmberg, Margaret C. And Others

The Experimental Analysis of Preschool Teachers' Behaviors. Final Report.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Oct 72

Note—121p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, Case Studies, *Early Childhood Education, *Peer Relationship, *Preschool Children, *Preschool Teachers, Reinforcement, Social Relations, Student Teacher Relationship, *Teacher Behavior, Teacher Education, *Training

Identifiers—Kansas

The report is in three parts. Part A is entitled "What Helps Teachers Teach - An Experimental Analysis" and covers the topics: What Do Teachers Do? Single Procedures That Train Teachers and Those That Don't. A Three Procedure Training Package. When the Package Fails...Who Records the Behaviors? Do Training Results Maintain? This section is accompanied by numerous charts and graphs. Part B is a master's thesis entitled "An Experimental Analysis of a 3-Part Training Procedure for Teachers and Its Effect on Increasing a Preschool Child's Peer Interaction in Specific Classroom Activities." Part C, "Case Studies in Teacher Training," deals specifically with priming and reinforcing child peer interaction by the teacher. (MS)

ED 129 406 95 PS 008 747

Hendrix, Sandra. Dokecki, Paul R.

A Three Year Follow-Up of a Preschool Intervention Program.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.
Pub Date Jul 73

Contract—NPECE-70-006
Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Achievement, Attitudes, Behavior Development, Cognitive Development, Delay of Gratification, Disadvantaged Youth, *Early Childhood Education, Elementary School Students, *Followup Studies, Home Programs, Home Visits, *Intervention, Locus of Control, Low Income Groups, Mothers, *Motivation, Parent Participation, *Preschool Programs, Self Concept, Siblings, Social Development

Identifiers—*DARCEE, Demonstration and Research Center Early Education

This research addressed the question of how preschool experiences will be reflected in later development. Both cognitive functioning and social behavioral adjustment were explored. The central focus was on attitudes conducive to achievement which The Demonstration and Research Center for Early Education (DARCEE) preschool program sought to develop—motivation to achieve, ability to delay gratification, reflection, and the related construct of internal-external control. Subjects were 143 low-income black children and their families who had been associated with the DARCEE Intrafamily Study. Results showed that the strongest differences in favor of the target groups involved in the preschool program were on the measure of negative internal-external control. For the younger siblings, expected differences in favor of groups with maternal involvement were found only on the measure of behavior adjustment. The results of analyses investigating the relationships among these attitudinal variables indicated a considerable degree of situational specificity. Very few relationships reached statistical significance at or beyond the .05 level. Most conspicuous was the lack of significant relationship between these indices and ratings of behavioral adjustments in the school. Findings suggest that the view of these traits as highly generalized dispositions of the "component self" is an oversimplification. Appendices include the Internal-External Control Scale. (Author/MS)

ED 129 407 PS 008 757

Vietze, Peter M. And Others

Tri-Annual Report, Infant Competence Project, July 31, 1974.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Jul 74

Contract—NE-C-00-0260

Note—98p.; Not available in hard copy due to marginal legibility of Appendix B of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Development, Computer Programs, Data Analysis, Data Collection, Infant Behavior, *Infants, *Interaction Process Analysis, *Longitudinal Studies, *Mothers, Observation, Oral Communication, *Parent Child Relationship, Research, Social Development

This paper reports on a longitudinal study involving 48 mother-infant dyads that attempts to explore the role of the caregiver-infant interactional environment in determining cognitive functioning as related to an understanding of environmental contingencies. The present report includes (1) a progress report to date of the longitudinal data collection of the Origins of Infant Competence; (2) a description of the inter-observer reliabilities from the pilot study and the first phase of the longitudinal study; (3) description of the data-reduction scheme and computer programs devised to organize the observational data; (4) preliminary results of the pilot observational study that examined the (a) effects of infant state, caretaking setting, and maternal proximity on vocal behavior of infants and mothers; (b) patterns of maternal behavior in intervals antecedent and consequent to infant vocalization onsets; and (c) the temporal structure which characterized alternation of vocal activity between infants and mothers; and (5) a description of the sample for the longitudinal study. Ap-

pendices contain the observational code used, a computer program written for the data (56 pages), and materials used in contacting parents. (Author/SB)

ED 129 408 95 PS 008 778

Wright, John C. Vlietstra, Alice G.

Attention and Cognitive Styles.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Sep 73

Contract—NE-C-00-3-0104

Note—46p.; For related document, see PS 008 779

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Style, Early Childhood Education, *Memory, *Preschool Children, *Recognition, Research, *Stimulus Behavior, *Transfer of Training, Visual Stimuli

This study investigated two methods for establishing a systematic, selective, attending strategy in a memory task for children. One method was direct training of a specific strategy, employing instructions, fading, modeling, and prompts to direct the child's attention to the relevant features and to organize systematic looking behavior. The second method involved the design of the stimuli, making relevant features perceptually more (or less) salient. Observing behavior and short-term recognition were studied. Sixty 3 1/2-to-5 1/2-year-old children matched pictures from memory with either strategy training for systematic scanning or placebo practice followed by transfer. One-third of the subjects in each condition saw stimuli with relevant portions made perceptually salient, another third with irrelevant portions salient, and the rest with no portions salient. Strategy training enhanced systematic relevant observing behavior and facilitated recognition in both training and transfer. Stimulus saliency, when irrelevant, interfered in training for placebo subjects. Saliency directly influenced looking behavior only for young subjects in the early part of each trial. (Author/SB)

ED 129 409 PS 008 780

Johnson, Joan E. Ricciuti, Henry N.

Crying and the Relief of Distress in an Infant Day Care Nursery.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education.

Spons Agency—Central Midwestern Regional Educational Lab., St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 11 Apr 74

Contract—NE-C-00-3-0103

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affective Behavior, Child Care, Child Care Centers, *Child Care Workers, *Day Care Services, Early Childhood Education, Infant Behavior, *Infants, *Interaction Process Analysis, Observation, Reaction Time, Research, Response Mode

Identifiers—*Infant Distress

This study analyzes infant distress (fussing and crying) and the resulting responses of caregivers in an infant day care nursery. Six babies (mean age 4.8 months when the study began) and their caregivers were observed in seven sequences of observations over a total span of 10 months. Each sequence of observations took place on six days during a 2-week period. In the last month of observation two babies had left the nursery, reducing the sample to four. The observational method used for collecting data was basically an event sampling procedure. For each distress episode, the observer recorded the baby's name, the nature of the distress (fuss, cry or scream), the name of the caregiver who intervened and the specific actions she took to soothe the infant (from a behavior list), and when the distress had ceased for as long as thirty seconds (the end of that episode). The list of caregiver behaviors was based on pilot observations indicating which caregiver behaviors were most likely to occur when a baby showed distress. Results are discussed for the frequency and duration of fussing, crying, and mixed distress episodes, and for caregiver latency of response, nature of initial response, number of interventions, and order of appearance of caregiver responses within a single intervention. Tables and graphs of data are included. (SB)

ED 129 410 PS 008 781

Harnischfeger, Annegret Wiley, David E.

Maternal Attitudes. Progress Report.

Pub Date Nov 73

Note—34p.; Paper is a component of the project "Research in the Methodology of Longitudinal and Cross-Sectional Studies"

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aggression, *Attitude Tests, *Child Rearing, Children, *Measurement Instruments, *Mothers, *Parent Attitudes, Pregnancy, Racial Differences, Sex Role, Social Class, *Social Differences, Socialization, Socioeconomic Influences, Working Women

Identifiers—Autonomy, *Family Problem Scale

This paper discusses ways in which maternal attitudes may serve as mediating variables linking social class characteristics of the family to the socialization of children. Reference is made to the Family Problem Scale (Ernhart and Loevinger) which provides a psychological characterization of social class levels on five dimensions or subscales: authoritarian family ideology, approval of conventional social role for women, denial of hostility, concern for moralistic control, basic distrust vs. trust. Ten other subscales were created by imposing a priori constructs on items of the Family Problem Scale. These "a priori scales" are: old vs. new child rearing ideologies, mother's view of sex role, toilet training attitude, mother's house cleaning attitude, resentment, open vs. enclosed family, affirmation vs. denial of aggression, autonomy vs. dependence, subscales of autonomy and sex role attitudes, attitudes towards pregnancy. In this report, preliminary ideas are given as to how the a priori scales might be related to social class levels or within them to variables like racial groupings and different-sized families. The a priori scales are included in an appendix. (JH)

ED 129 411 95 PS 008 784

Johnston, Joan Evelyn

Scanning the Infant Nursery Environment. Final Report.

Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.
Pub Date [73]

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Care Centers, Child Care Workers, *Classroom Observation Techniques, *Environment, Environmental Influences, *Infant Behavior, Infants, *Preschool Education, *Rating Scales, Reliability

This report describes the development and testing of a screening method designed to describe the Cornell Infant Nursery environment and infant activities in quantitative terms. The scanning procedure developed is basically a time-sampling way of collecting data on the normal operation of the nursery. Two long lists of variables (categories of infant behavior and nursery environment), are carried into the observation booth and checked off by the observers according to what they see. Detailed charts of interobserver reliability on environment and infant behavior scales are presented as well as charts of frequency and percent of occurrence of a variety of infant activities. The scanning method appears successfully able to record the environment and activities of infants in the nursery and has potential value to other investigators. (MS)

ED 129 412 PS 008 787

Horowitz, Frances D.

Kansas Center for Research in Early Childhood Education Annual Report, FY 1973.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Nov 73

Contract—NE-C-00-3-0104; OEC-3-7-070706-3118

Note—195p.; For Annual Report, FY 1972, see PS 008 788-89

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Attention, Auditory Discrimination, Auditory Perception, Aural Stimuli, *Discrimination Learning, Early Childhood Educa-

tion, Ethics, Eye Fixations, Individual Differences, *Infant Behavior, *Infants, Intermode Differences, Laboratory Experiments, *Language Development, Methods, *Perceptual Development, *Research, Visual Discrimination, Visual Perception, Visual Stimuli

Identifiers—Habituation

This monograph is a collection of papers describing a series of loosely related studies of visual attention, auditory stimulation, and language discrimination in young infants. Titles include: (1) Infant Attention and Discrimination: Methodological and Substantive Issues; (2) The Addition of Auditory Stimulation (Music) and an Interspersed Stimulus Procedure to Control Visual Attending Behavior in Infants; (3) The Effects of Variations of Auditory Stimulation (Music) and Interspersed Stimulus Procedures on Visual Attending Behavior in Infants; (4) The Use of the Mother's Voice to Control Infant Attending Behavior; (5) Infant Control and Response Decrement and Recovery as an Index of Visual Discrimination in Young Infants; (6) Visual Fixation and Voice Discrimination in Two-Month-Old Infants; (7) Visual Fixation and the Effect of Voice Quality and Content Differences in Two-Month-Old Infants; and (8) Discussion and Conclusions (based on the preceding papers). An appendix presents principles and procedures in the operation of an infant experimental research laboratory. (Author/SB)

ED 129 413 PS 008 788
Kansas Center for Research in Early Childhood Education Annual Report, FY 1972. Vol. I of II.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 72
Contract—OEC-0-70-4152-607; OEC-3-7-070706-3118

Note—298p.; Filmed from best available copy; For Volume II, see PS 008 789; For Annual Report, FY 1973, see PS 008 787

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.
Descriptors—Attention, *Cognitive Development, Cognitive Style, Concept Formation, Conceptual Tempo, *Day Care Programs, Discrimination Learning, *Early Childhood Education, Evaluation Methods, Infants, *Interaction Process Analysis, Interpersonal Competence, Language Development, Methods, Observational Learning, Perceptual Development, Preschool Children, *Research, *Social Development, Testing, Verbal Stimuli, Visual Stimuli

Identifiers—Development Generative Language Retarded Children, Infant Day Care Research, Kansas Reflection Impulsivity Scale for Preschool, KRISP

This volume includes reports of five research projects of the Kansas Center for Research in Early Childhood Education: (1) Individual Differences in Newborn and Young Infants, including research with the Brazelton Neonatal Assessment Scale and laboratory studies of infant discriminative abilities; (2) Development of Social Competence, including reports on the use of videotape apparatus in time-coding of social interaction, a code for temporal analysis of mother-infant interaction, and computer analysis of time-coded mother-infant interaction; (3) Attention and Cognitive Styles, including a users' manual and a technical report on the Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP) as well as two studies of attending behavior in young children; (4) Development of Generative Language in Retarded Children, including a study of the effects of contingent modeling on usage of passive voice by normal preschoolers; and (5) Infant Day Care Research, reporting on cross-environment evaluation and data gathering procedures. (BF)

ED 129 414 PS 008 789
Kansas Center for Research in Early Childhood Education Annual Report, FY 1972. Vol. II of II.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

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Contract—OEC-0-70-4152-607; OEC-3-7-070706-3118

Note—351p.; Filmed from best available copy; 4 pages of original document are copyrighted and therefore not available. They are not included in the pagination; For Vol. I, see PS 008 788; For Annual Report, FY 1973, see PS 008 787

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Abstraction Tests, *Abstract Reasoning, *Early Childhood Education, Elementary Education, Elementary School Students, Oral Reading, *Paraprofessional School Personnel, Performance, Preschool Children, Preschool Education, Programed Instruction, Reading Comprehension, Reading Materials, *Reading Readiness, Reading Skills, *Remedial Reading Programs, *Research, Response Mode, Stimulus Behavior, Supervisory Methods, Tests, *Tutors, Verbal Ability, Visual Discrimination

Identifiers—CEMREL, Central Midwestern Regional Educational Laboratory, Mirror Image

This volume includes reports of two research projects of the Kansas Center for Research in Early Childhood Education. The first project, entitled Individual Analysis of Reading Prerequisites and Curriculum Content, is represented by two studies: (1) A Study of a Pretraining Program and Its Effect on a Subsequent Program for a Left-Right Discrimination, and (2) Three-Dimensional Programming of Simple and Complex Relational Abstractions. The second project, entitled Studies of Instructional Methods and Techniques in Remedial Reading, includes studies on (1) Supervising Paraprofessionals—Performance Related Feedback, (2) Remedial Reading: A Program Conducted in an Elementary School Utilizing Paraprofessional Tutors, (3) Paraprofessionals Tutoring Reading, (4) The Juniper Gardens Reading Program, and (5) The Juniper Gardens Manual for Establishing and Maintaining a Remedial Reading Program. (BF)

ED 129 415 PS 008 806
Yarrow, Leon J. And Others

Mastery Motivation: A Concept in Need of Measures.

Pub Date Apr 76
Note—39p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Cognitive Development, Cognitive Tests, Early Childhood Education, Family Environment, *Infant Behavior, *Infants, Interviews, *Measurement Techniques, Middle Class, *Motivation, Observation, Persistence, Play, Research, Task Performance

Identifiers—*Bayley Scales of Infant Development, *Mastery Motivation

The major objective of this series of studies was to clarify the concept of mastery motivation and to develop measures of this concept applicable to 1-year-old children. Three studies were made with 44 infants, aged 12 to 13 months. The first study, "Aspects of Mastery Motivation and Cognitive Functioning," utilized structured situations in which infants could indicate their mastery motivation through persistent task-directed behaviors. Scoring of the tasks resulted in a three-part classification of mastery motivation behavior into effectance production, mastery of an emerging skill, and attempts to solve difficult problems. Infants' cognitive ability was measured and an interdependence of cognition and motivation was indicated. The second study, "Mastery Motivation and Free Play Behavior," was based on data from 41 of the 44 subjects. Findings suggested that measures of the quality of exploratory play, but not the quantity, were related to measures of persistence and cognitive ability in two structured tasks. The third study, "Cognitive Play Experience and 13-Month-Old Infant Performance with Objects," utilized interviews with mothers to determine the kinds of experiences infants had while practicing skills in object play in interaction with others. The key variable, variety of cognitive activity in social play, was significantly related to infant mastery motivation and cognitive functioning. Following reports of the three studies, two papers are presented which discuss the studies and the concept of mastery motivation. (MS)

ED 129 416 PS 008 809

Data, Lois-ellin And Others

The Effects of the Head Start Classroom Experience on Some Aspects of Child Development: A Summary Report of National Evaluations, 1966-1969.

Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-30088

Pub Date [76]

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cognitive Development, *Comparative Analysis, *Disadvantaged Youth, *Early Childhood Education, Evaluation Methods, Family Characteristics, Family Involvement, Federal Programs, *Intervention, Measurement Techniques, Motivation, *Preschool Programs, Program Effectiveness, *Program Evaluation, Readiness (Mental), Research, Social Development, Statistical Analysis, Student Characteristics, Teacher Characteristics

Identifiers—*Project Head Start

This report summarizes the findings of previous technical reports on the immediate changes in child development associated with Head Start and presents a statement of the extent to which these changes have been enhanced or attenuated by different program experiences for different children. Background information presented includes an overview of the findings; a history of Project Head Start; and an overview of Head Start Evaluations (descriptive studies, on-site research and evaluation studies, national impact studies, national interaction model studies). A section devoted to design and measurement examines methodological issues, design issues, data collection, measures, and statistical analytic models. A section on findings covers questions concerned with characteristics of Head Start children and families, effectiveness of Head Start programs and teacher approaches, and children's performance gains. A discussion section examines factors influencing developmental changes and implications for early childhood intervention. Appendices are (1) Measure Selection and Psychometric Characteristics and (2) Selection of Variables for Analysis. (JH)

ED 129 417 PS 008 810

Douglas, Jane I., Ed.

Dollars and Sense: Employer-Supported Child Care. A Study on Child Care Needs, and the Realities of Employer-Support.

Nevada State Dept. of Human Resources, Carson City.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-G-90-C-94

Note—359p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Accreditation (Institutions), Administrator Evaluation, Affirmative Action, *Child Care, *Child Care Workers, Credentials, *Day Care Services, Employer Attitudes, *Employer Employee Relationship, Equal Opportunities (Jobs), Federal Legislation, *Financial Support, Government Employees, *Labor Unions, Performance Criteria, Preschool Education, Questionnaires, Social Responsibility, Surveys, Teacher Evaluation, *Working Parents, Working Women

Identifiers—Nevada
This report briefly discusses present rationales, future prospects, and methods and procedures involved in employer support of child care. It is based on a study which was intended to test the feasibility of providing child care and youth programs, through a system design, for employees of resort hotels and the primary labor union involved with the hotels. A state-wide survey of child care needs in Nevada was conducted followed by a special study of Clark County, which has 56% of the state's child population. In addition, members of the Culinary Union in Las Vegas and Reno were surveyed as to their needs and attitudes toward child care. A system was developed for measuring the quality of child care facilities and the competence of caregivers. Also, a study was made of current programs of employer-supported child care throughout the United States. Examples of such programs are described, and federal government policies which promote industrial child care are discussed. Lengthy appendices, which make up the bulk of

the document, include: (1) detailed reports of the survey of union members and the survey of the Clark County general population, as well as a brief comparison of the two surveys; and (2) an extensive draft of a voluntary accreditation system proposed for the state of Nevada which consists of separate procedural manuals for accrediting child care facilities and credentialing staff members who serve as directors, caregivers, or joint director/caregivers. (BF)

ED 129 418 PS 008 813

Rath, Susan W. And Others

Follow Through: A Story of Educational Change.

Nero and Associates, Inc., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SB0208(a)-73-C-107

Pub Date Jun 76

Contract—OEC-0-73-5256

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Ancillary Services, Change Agents, Change Strategies, *Compensatory Education Programs, Disadvantaged Youth, *Early Childhood Education, *Educational Change, Educational Innovation, Federal Programs, Intervention, Paraprofessional School Personnel, *Parent Participation, Parent School Relationship, Poverty Programs, Program Development, School Community Programs, *Vocational Development

Identifiers—*Project Follow Through

This survey of Follow Through programs over the past nine years examines program implementation from the perspective of local schools (complementing an earlier study on implementation of education models from the perspective of model sponsors). Ten sites around the country were visited and over 300 Follow Through participants interviewed, including parents, children, teachers, paraprofessionals, principals, Follow Through staff, administrators and school board members. Dealing with Follow Through program design and evaluation only as related to implementation, the study focuses on how Follow Through is translated into day-to-day operations. A study team searched for "lessons learned" that could help others toward successful implementation of programs. Key chapters discuss the implementation process as it relates to: changing the classroom, parent involvement, support services, career development, and changes in the schools. (BF)

ED 129 419 PS 008 816

Hartley, Deborah G.

Children's Probability Learning: An Analysis of Errors.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 71

Grant—NSF-GB-13341

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Dimensional Preference, Discrimination Learning, Educational Research, *Elementary Education, Elementary School Students, *Error Patterns, *Learning, *Performance, *Probability, Reinforcement, Visual Perception

The present study examines the relationship between alternation behavior and performance, and in addition, the effects of reinforcement configuration and relevant dimension upon the use of alternation strategies in probability learning. Also investigated is the hypothesis that children's errors at terminal levels of performance in a two-choice probability learning situation are attributable to errors resulting from attention to irrelevant dimensions. Subjects were 31 third grade and 47 fourth grade children who were given a two-choice probability learning task in which one relevant dimension (brightness or position) and one irrelevant dimension (position or brightness) were present. One of two reinforcement probabilities (2:1 or 5:1) was utilized. Children's preferences for aspects of the irrelevant dimension were found to account for more errors than would be expected by chance. The use of alternation strategies was differentially affected by both the reinforcement probability and the relevant dimension employed in the task. The results offered some support for the hypothesis that errors at terminal levels of performance can be accounted for by attention to irrelevant dimensions. An important finding was that the relationship between alternation strategies and performance was jointly

determined by the relevant dimension and the reinforcement configuration employed.

(Author/MS)

ED 129 420

PS 008 820

Richman, Shanna

Differential Effects of Modeling Two Strategies on Information-Processing Efficiency Among Elementary-School Children.

Pub Date Sep 76

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, Cognitive Processes, *Discrimination Learning, Educational Research, *Elementary Education, *Elementary School Students, Feedback, *Hypothesis Testing, *Information Processing, *Observational Learning, Perception, Visual Stimuli

Identifiers—*Modeling

This study was designed to investigate the effects of modeling or training with and without rule provision on the employment of strategies in solving four-dimensional, discrimination-learning problems. Subjects were 144 second and sixth-grade children from the New York City Public Schools. The blank-trial hypothesis testing paradigm was used. The children were individually pre-trained to familiarize them with the stimuli and the blank-trial methodology and then exposed to one of three 10-minute videotapes. Four problems were presented and solved by a modeling subject on each tape. Three tapes were used: one modeling focused checking, one modeling dimension checking, and a control tape. Strategies used by children fell into five categories: focused testing, dimension checking, hypothesis checking, stereotypes and unsystematic. Charts show the percentages of pupils using the various strategies after exposure to the experimental and control conditions. A number of implications are drawn from the data. Of note is the large percentage of focusing elicited among sixth graders after exposure to the focusing and control tapes compared with very little focusing elicited from second graders under any experimental conditions. (MS)

ED 129 421

PS 008 822

Belcastro, Christina M. And Others

The Effects of Increased Maternal Visual Regard of Neonate Upon the Neonate-Mother Interaction.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N. Y., April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Infants, *Interaction Process Analysis, *Mothers, Nonverbal Communication, Observation, *Parent Child Relationship, Sex Differences, *Social Development

Identifiers—*Neonates, *Visual Regard

This study attempts to investigate the effects of increased maternal visual regard on neonatal social visual behavior and upon patterns of mother-neonate interaction within the context of a learning theory paradigm. Subjects were 3-day-old neonates and their mothers; with 10 of the 15 mother-neonate pairs as the experimental group, and 5 as the control group. Using an ABA experimental design, the investigation employed a modified time-sampling procedure with two observers simultaneously watching the neonate-mother interaction and recording a precoded list of variables on a special coding sheet. Experimental mothers were asked to increase the amount of time they spent looking into their babies' eyes without changing any of their other normal caretaking/interacting behaviors during the second phase. For the return to baseline phase, mothers were asked to disregard previous instructions and return to their normal routines of caretaking/interacting. Control mothers were given no instructions governing their interacting behaviors. Trend analyses were performed to explore experimental phase differences and correlations were computed for maternal neonatal variables according to group. Results indicate that increased maternal visual regard appears to have had effects upon neonatal social visual behaviors and patterns of neonate-mother interaction. It was found that the patterns of interrelationship of maternal and neonatal behaviors were strikingly

different for the two groups. In addition, control mothers talked more often to their daughters than their sons and experimental mothers talked equally to sons and daughters. (Author/SB)

ED 129 422

PS 008 823

Cohen, Dorothy H.

The Role of the Teacher in the Informal Classroom.

Bank Street Coll. of Education, New York, N.Y.

Pub Date 74

Note—11p.; Reprint from "Educational Alternatives, Vol. II," Proceedings of the 1973 and 1974 Conferences on Open Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Environment, *Elementary Education, Evaluation, Humanistic Education, *Open Education, *Preschool Education, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, *Teacher Role, Teaching, Teaching Methods

The role of the teacher in the open classroom, which depends on human intelligence and feeling more than on anything else, is viewed as especially important at a time when powerful attempts are being made to reduce teachers to insignificance by providing them with foolproof packaged teaching materials. In order to function in an open classroom, teachers must recognize their own worth and refuse to accept the stereotype of the incompetency of public school teachers. Of prime importance in the open classroom is the capacity of the teacher for using judgment in making and retracting decisions and in assessing what the teacher and children are in need of learning. The teacher does not hesitate to show her feelings, within socially acceptable bounds, and accepts the feelings of children as well. In the open classroom, the teacher organizes the room for productive interaction of people with each other and with materials and ideas. The teacher herself must be a learner in order to stimulate learning. Evaluation begins and continues with the teacher's perceptions, and the process as well as the end product of a child's learning is evaluated. Finally, the role of the teacher involves interaction with colleagues in establishing a school climate of which her classroom is a part. (MS)

ED 129 423

PS 008 824

A School and Home-Based Bilingual Education Model. End-of-Year Evaluation Report, 1975-76 (First-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Report No.—403-AH-50157

Pub Date Jun 76

Grant—OEG-G00-75-07036

Note—36p.; For related documents, see ED 081

475, ED 103 108, and ED 116 812

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Demonstration Programs, English (Second Language), Home Visits, *Intervention, Language Development, Mexican Americans, Parent Participation, Personality Development, Personnel Evaluation, Preschool Children, *Preschool Education, *Program Descriptions, *Program Evaluation, Psychomotor Skills, School Readiness Tests, Self Concept, Social Development, Spanish Speaking

Identifiers—Clovis New Mexico Public Schools, Portales New Mexico Public Schools, Responsive Environment Early Education Program, *School and Home Based Bilingual Education Model

This report describes an external evaluation study of a project designed to develop, over a 5-year period, a model bilingual program from nursery school through grade 6. Innovative and tested instructional bilingual-bicultural components (language, perceptual, health, motor and cognitive) are being implemented in an attempt to reach children with limited English speaking ability from low income families. The primary focus of this evaluation was on the nursery school unit serving 3- and 4-year-old children at two sites. Evaluation of the instructional activities was based on a pretest and posttest design using standardized tests measuring language development in Spanish and English, school readiness, and self-concept and personality development. Staff development, parental involvement and materials

development components were subjectively evaluated. Major findings included: (1) nursery school children made significant gains in language development (Spanish and English), school readiness, and motor ability, and showed growth in self-concept and personal development; (2) students in grades K-2 made significant gains in language development in Spanish and English and school readiness; (3) instructional, staff development and materials development components were effective, but the parent involvement component needs to be strengthened. (Author/MS)

ED 129 424 PS 008 825

Thrall, Jill C.

Mother-Infant Vocal Interaction During Feeding at Six and Nine Months and Its Relationship to Maternal Sensitivity.

Pub Date Apr 76

Note—16p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Caucasians, Early Childhood Education, *Infants, *Interaction Process Analysis, Middle Class Mothers, *Mothers, Oral Communication, *Parent Child Relationship, Research, Social Development, *Verbal Communication
Identifiers—*Infant Feeding, *Maternal Sensitivity

This study explored the relationship between maternal sensitivity and the development of mother-infant vocal interaction. Two characteristics of mother and infant vocalizations were assessed at six and nine months in a home feeding situation: (1) the degree of mutual responsiveness, and (2) the affective quality of vocalization. These assessments of vocal interaction were compared with assessments of maternal sensitivity and cooperation made during the same feeding situations. Subjects were 28 middle class mothers and infants, videotaped at home during lunchtime feedings. Five-minute samples of feedings were analyzed according to a mutual responsiveness instrument developed by the author, an affect rating scale designed by Adamson, Tronick, Brazelton, and Als (1975), and maternal sensitivity scales developed by Ainsworth (1969). The most significant and stable relationships found were those comparing mother and infant vocalization with maternal sensitivity. Infants of highly sensitive mothers appeared to rely increasingly on vocalization during feeding to signal states of comfort, hunger, or other needs and desires related to eating. Overall, sensitive mothers did less talking as their infants began to vocalize more. Highly sensitive mothers seemed to allow for reciprocity by adjusting their own vocal stimulation to the vocal production of their babies. Relationships between cooperation and mother-infant vocal interaction were generally weaker than those summarized above. (Author/SB)

ED 129 425 PS 008 827

Report on the Child Development Associate Consortium's Award System: Development and First Year Evaluation. Executive Summary.

Child Development Associate Consortium, Inc., Washington, D.C.

Pub Date Sep 76

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Care Workers, *Credentials, *Early Childhood Education, Evaluation Criteria, Field Interviews, Field Studies, *Performance Based Teacher Education, *Performance Criteria, *Preschool Teachers, Questionnaires, *Teacher Evaluation

Identifiers—*Child Development Associates, Credential Award System

This is a summary report on the development and implementation of the Child Development Associate Consortium's Credential Award System (CAS). The CAS has as its purpose the assessment of the performance of child care workers and the granting of Child Development Associate (CDA) credentials to those who demonstrate competence in caring for children. During the development stage of the CAS two field studies were conducted: (1) the 1974 field study, which was intended to test the feasibility of assessing candidates using the Consortium's assessment model, to plan research and coordinate assessment with the credentialing system, and to conduct formative research on the prototype as-

essment system; and (2) the 1975 field study, which provided information about how well the revised assessment process worked in the field. Following these studies a decision was made to implement the CAS, and a third study was conducted to evaluate the first year of implementation (1975-76). The evaluation study and both field studies are described in detail in this report. Included also is information about the development of the CDA consortium and the six steps in the credential award system. (MS)

ED 129 426 PS 008 828

Blackstone, Tessa

The Need for a Comprehensive Care and Education Service for Pre-School Children.

Pub Date 10 May 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Child Care, *Comprehensive Programs, *Day Care Services, Disadvantaged Groups, Educational Alternatives, *Educational Policy, Equal Education, Family Day Care, Family Role, *Family Structure, *Government Role, Historical Reviews, Nursery Schools, Policy Formation, *Preschool Education, Social Structure, Socioeconomic Influences, Working Women
Identifiers—Nuclear Family, *United Kingdom

An argument is presented for a comprehensive and universal system of care and education for preschool children outside the family. Current institutional arrangements in the United Kingdom for government provision of education and care for young children are discussed and proposals are made for alternative ways of providing this service. It is suggested that certain traditional views of the family and its role in society are outmoded and that the position of children in society has changed. Subsection topics are: the family, children, history of provision for young children in Britain, aims of nursery education, the divided system (i.e. division between nursery care and nursery education), alternative systems, and problems of implementation. The conclusion emphasizes that problems cited are not unique to Britain but are common to almost all industrial societies. The realities of the high cost of outside care and education are also underlined. (BF)

ED 129 427 PS 008 830

Kinsell-Rainey, Lynn W.

Incidental Learning of Sex Role Characteristics.

Pub Date [72]

Note—87p.; Master's Thesis, Southern Illinois University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Changing Attitudes, Identification (Psychological), *Incidental Learning, *Play, Role Models, Role Perception, Self Concept, Sex Differences, *Sex Role, *Sex Stereotypes, Social Development, *Socialization, *Toys
Identifiers—*Sears Roebuck and Company

The content and process of incidental learning of sex role related characteristics through play behavior was explored in a study of more than 6000 toys sold by Sears, Roebuck & Company between 1900 and 1970, as represented in their mail order catalogs. Sixty percent of all toys were sex typed by Sears. The nature of the play behavior associated with each sex's toys was examined by decade. Each toy was categorized according to 13 characteristics which were thought to be related to sex role behavior. Trend analyses of characteristic clusters were presented and projections were made from these trends to create hypothetical profiles of males and females of the future. Three basic research questions posed were: (1) Are toys sex typed? (2) Are there differences in the sex typing of male toys and female toys? (3) Are there relationships between characteristics within each sex? Conclusions are affirmative in connection with all three questions. Sears catalogs are described as a reflection of the contemporary American value system, with toys such as Sears' considered to be socializing agents of the future, providing possibly valuable information about anticipated sex role behavior in the next few decades. (BF)

ED 129 428 PS 008 832

Lickona, Thomas

The Challenge of Watergate to American Schools: Fostering the Moral Development of Children. State Univ. of New York, Cortland Coll. at Cortland. Center for Educational Change and Early Childhood Teacher Education.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education. Pub Date Mar 76

Note—25p.; Adapted from paper presented at the Annual Conference on Open Education (3rd, State University of New York at Cortland, October, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Altruism, Children, Developmental Stages, Discipline, *Elementary Secondary Education, *Ethical Instruction, *Moral Development, Moral Values, *Parent Role, Punishment, Role Models, Social Development, *Social Relations, *Teacher Role, Teaching Methods

Identifiers—*Kohlberg (Lawrence)

This paper discusses moral development and illustrates ways that it can be fostered in children both in the home and in the classroom. Moral education is discussed in terms of four basic questions: (1) Is there a need for it? (2) If so, is it the job of the schools to teach morality? (3) What is moral development? and (4) If fostering moral development in the schools is considered necessary and legitimate, how does one go about it in a way that is educationally effective and ethically defensible in a pluralistic society? Suggestions for fostering moral development in the school include using materials that promote discussion of moral decisions; planning projects that naturally stimulate children to work together (cooking, crafts, etc.); fostering a sense of community among children in the classroom by setting aside time for children to meet as a class and share what they have worked on, discuss an experience they have had together or exchange views on how to solve a problem that has arisen; intervening directly at times to help children develop more cooperative behaviors; and respecting children's rights and dignity as persons. (MS)

ED 129 429 PS 008 834

Snapper, Kurt J. And Others

The Status of Children 1975.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Contract—HEW-100-75-0010

Note—122p.; Not available in hard copy due to small type

Available from—Social Research Group, The George Washington University, 2401 Virginia Avenue, N.W., Washington, D.C. 20037 (free of charge, postage & handling, \$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Abuse, *Child Advocacy, *Children, *Child Welfare, Community Services, Day Care Services, Delinquency, *Demography, *Early Childhood Education, Economic Disadvantage, *Elementary Secondary Education, Family Environment, Family Health, Fathers, Handicapped Children, Income, Infant Mortality, Labor Force, Mothers, Nutrition, School Demography, Socioeconomic Status, *Statistical Data, Tables (Data)

This report includes information concerning demographic trends affecting children over the past few years, the status of children as determined by critical normative data pertaining to their health, education, welfare and the identification and targeting of programs and services to meet the needs of children. Section I covers demographic trends in the seventies; Section II is concerned with general classes of developmental problems and relevant programs; and Section III is a discussion of analytical methods for deriving indices of developmental risk and ways resources might possibly be targeted more efficiently and equitably. Included are many graphs, charts and tables providing such information as fertility and mortality rates, social and economic data on families, and data on day care facilities, preschool and school enrollment, community services, health, nutrition, child abuse, juvenile delinquency and welfare. Also included is a list of federal programs. (MS)

ED 129 430 PS 008 835

Pedersen, Frank A. And Others

A Methodology for Assessing Parental Perception of Infant Temperament.

Pub Date Apr 76

Note—11p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, Arousal Patterns, Behavior Patterns, *Behavior Rating Scales, *Evaluation Methods, Family Relationship, *Infant Behavior, Interaction Process Analysis, Measurement Techniques, Mother Attitudes, *Parent Attitudes, *Parent Child Relationship, Perception, Reactive Behavior, Response Style (Tests), Sex Stereotypes

Identifiers—*Perception of Baby Temperament Scales

The Perception of Baby Temperament Scales (PBT) were used to elicit parental perceptions of infant temperament, with the results rated for internal consistency and congruence between parents. Data was obtained from 26 families, with both father and mother describing their first-born infants at five months of age. The PBT Scales deal with a range of infant responses to situations such as social and autonomous play, feeding preferences and scheduling, bathing and the infant's pattern of sleep and wake cycles. Items selected were restricted to those likely to be familiar to both fathers and mothers. (The PBT's focus on parental perception is seen as contributing to a fuller understanding of the complex interactional dynamics between parent and infant.) Results reported are basically internal analyses of the psychometric properties of the instrument and the congruence of maternal and paternal perceptions. The nine conceptual dimensions of the PBT used were: activity, rhythmicity, adaptability, approach to novel experience, positive mood, threshold, persistence, distractibility and intensity. (BF)

ED 129 431 PS 008 836

Ashby, Gerald And Others

The Pre-School Correspondence Program: Background.

Queensland Dept. of Education, Brisbane (Australia).

Spons Agency—Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date Dec 75

Note—27p., No. 1 in a series on the evaluation of the Queensland Pre-School Correspondence Program

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, Children, *Correspondence Study, *Demography, Elementary Secondary Education, Foreign Countries, Health, *Parent Participation, Parents, *Preschool Education, *Public Education, *Rural Education, Socioeconomic Background, Student Enrollment, Teacher Aides, Teachers

Identifiers—Australia (Queensland)

This paper is intended to furnish the necessary context and background information for an understanding of the role and functions of the Queensland, Australia Pre-School Correspondence Program. This educational service, the first of its kind in Australia, occurred within the context of a policy to provide one year of free preschool education for all children aged 4-5 years within the State of Queensland. It is directed toward children in remote areas. Lessons consist of a printed program with suggested activities for parents to use with recorded material or cassette tapes, library resources and a kit of equipment. This paper provides an overview of Queensland's geography as well as an outline of Queensland's educational system and tables presenting such demographic data as school enrollments, home background, age distribution, remoteness from school, illnesses among school children, and equipment available to the parents. (MS)

ED 129 432 88 PS 008 840

Nolte, Jane

Project H.A.P.P.E. (Home Aid for Parents in Preschool Education). Final Report of Project Outcomes.

Oconomowoc Public Schools, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Programs, Child Development, *Delivery Systems, Dial Access Information Systems, Evaluation Methods, Family Health, Family Life Education, Field Interviews, High School Students, Home Programs, Hospitals, Identification, *Parent Education, *Parenthood Education, Parent Participation, Preschool Children, *Preschool Education, Preschool Programs, *Program Evaluation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Wisconsin (Oconomowoc)

This is the final project-outcomes report of the Home Aid for Parents in Preschool Education (H.A.P.P.E.) which had as its ultimate goal the development of a variety of materials for the education of parents of preschool children and future parents (e.g. high school child development students). Results are described in terms of the six project components: (1) Child Development (includes an evaluation of an in-school preschool staffed by high school students as a practicum to their child development class); (2) Hospital Program; (3) Audio-Visual Programs (includes data tools in the development of "Parent and Child: Partners in Growth"; an adjunct to high school child development classes, parent discussion groups, hospital and public library programs; and evaluation of a dial access consultation system relating to the development and management of preschool children); (4) Screening (home use); (5) Screening (clinical); (6) Parent Discussion Groups. (MS)

ED 129 433 PS 008 841

McDowell, John

Riddling and Enculturation: A Glance at the Cerebral Child. Working Papers in Sociolinguistics, No. 36.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.

Pub Date Jul 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, *Cognitive Development, Cultural Factors, *Elementary Education, Elementary School Students, Folk Culture, *Language Development, Mexican Americans, *Play, Semantics, Socialization, *Sociolinguistics, Spanish Speaking, Taxonomy

Identifiers—*Riddles

This paper attempts to illustrate with concrete data that riddles serve as a didactic device to sharpen the wits of young children. The riddle is described as a verbal routine which adapts the interrogative system of a speech community to purposes of play. Riddles concerning motion or locomotion of animals, machines and toys were collected in a single riddling session, from three Chicano children aged 5-7. The output of these neophyte riddles is discussed in the context of the acquisition and refinement of cognitive categories, and a folk taxonomy focused on the semantic domain of locomotion is suggested. Riddling is viewed as a didactic mechanism conducive to experimentation with received notions of order, and elaboration of novel cognitive orders. In riddling, at various stages, children learn to formulate culturally acceptable classifications; to articulate classifications at variance with cultural conventions; and finally to assess language and classification as arbitrary instruments reflecting only partially the continuous texture of experience. (Author/MS)

ED 129 434 PS 008 842

Ball, Samuel Braithwaite, John

The Mt. Drutt Early Education Project: Evaluation Study. A Working Evaluation Document.

Macquarie Univ., North Ryde (Australia). Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date 1 Aug 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Change, Cognitive Development, *Disadvantaged Youth, *Early Childhood Education, Economically Disadvantaged, Emotional Development, *Evaluation Methods, Foreign Countries, Home Programs, Intervention, Longitudinal Studies, *Measurement Techniques, Parent Child Relationship, Performance Based Education, *Preschool Education, *Program Evaluation, Social Development, Socially Disadvantaged

Identifiers—*Australia (Mount Drutt)

This plan for the longitudinal evaluation of a group of five different kinds of preschool programs involves a project conducted in a predominantly disadvantaged Australian community over the period 1975-79. Main project goals are (1) the determination of conditions under which particular preschool programs are most effective and (2) the evaluation of such programs. Involved are the development of four preschool programs and one home-based program, their implementation in the context of an Australian setting with a large proportion of disadvantaged children and the assessment of the various effects of these programs. The Mt. Drutt area near Sydney was chosen for its predominantly lower socioeconomic status population with a large subpopulation of preschool children. The five major types of programs represented emphasize, respectively: (1) behavior modification, (2) cognitive skills and structures, (3) competency orientation, (4) social and affective growth and (5) parent-child interactions in the one home-based program. Major comparisons to be conducted will be among the 5 program groups to determine initially the effects of different programs on specific groups of children. Subsequent comparisons will be made between the performance of those 5 groups during kindergarten and first grade and the performance of 4 comparison groups. Selection of measurement instruments is discussed, as well as statistical procedures to be used. (BF)

ED 129 435 PS 008 843

Mouw, Annabelle Jean

The Description and Evaluation of the Alternate Day-Full Day Kindergarten Program.

Pub Date Jul 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Extended School Day, *Kindergarten, Kindergarten Children, Maturation, Parent Attitudes, *Primary Education, *Program Evaluation, Questionnaires, *School Schedules, *School Surveys, Skill Development, Teacher Attitudes, Teaching Styles, Testing

Identifiers—Cognitive Abilities Test, Rhineland Wisconsin Public Schools, *Wisconsin

This paper describes and evaluates an alternate day-full day kindergarten program. Through the use of Cognitive Abilities Test (CAT) scores and surveys, two kindergarten groups were compared. One group attended school for a half-day daily; the other attended all day on alternate days, but for a comparable length of time. A summary of survey results from parents, kindergarten teachers, and elementary principals is presented. CAT scores turned up non-significant differences between the two groups. Teacher opinion surveys found a relationship between the teacher's attitude towards her all-day program and her students' performance. Opinion surveys from principals, parents, and teachers showed the largest factor for consideration to be the child's maturation level. Large motor and social skills were more easily taught in the alternate day-full day program; art and language skills in a daily program. Considering all variables, it was concluded that the type of program was not the contributing factor for its success. It was concluded that not every child will adjust to an all-day program. Teacher instruction and program, school curriculum, and skill development are factors to be considered before an all-day kindergarten program is adopted by a school system. Appendixes are survey questionnaires and the alternate day-full day kindergarten program daily schedule. (JH)

ED 129 436 PS 008 845

Stilwell, William E. Barclay, James R.

Affective Education in the Primary Grade Levels: A Pilot Program.

Pub Date [76]

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Awareness, Career Education, *Classroom Environment, Educational Assessment, Elementary Education, Human Development, *Humanistic Education, *Inservice Teacher Education, Performance Based Education, *Primary Education, Rural Education, Self Actualization, *Student Attitudes, Student Teacher Relationship, Team Teaching, Values

Identifiers—*Arkansas, Barclay Classroom Climate Inventory, Elementary Secondary Education Act Title III, ESEA Title III

This report describes a 12-week pilot phase of an affective education program in the Stuttgart School District, Arkansas. Participating in the program were 218 children, grades 2-4, and a team of nineteen teachers who were given 12 weeks of in-service training designed to facilitate their use of the DUSO, Focus on Self-Development Human Development Program, and Kohlberg's First Things - A Study of Values. The Barclay Classroom Climate Inventory (BCCI) was the primary data collection technique used to assess the program. Classroom and grade level differences are reported, as well as gains on the BCCI. The children appeared to benefit from the affective education team's systematic implementation of a program of integrated learning activities. Results are presented in tabular form. The text summary of results points out several significant differences observed for boys and girls in areas including career awareness, self-competency, classroom management and teacher rating of students. (BF)

ED 129 437 PS 008 846
Webb, Roger A. Daurio, Stephen P.

Formal Operations in Very Bright 8- to 14-Year Olds.

Pub Date [75]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Abstract Reasoning, Adolescents, Age Differences, Children, *Cognitive Development, *Concept Formation, *Developmental Stages, Developmental Tasks, *Elementary Secondary Education, *Gifted, Intelligence, Maturation, Research

Identifiers—Formal Operations, *Piaget (Jean)

This study examined the transition from concrete to formal operations in very bright children in an effort to determine whether high ability in concrete operations would carry over into formal operational ability, and also to investigate precocity in regard to formal operations. Subjects were 38 white middle-class children ranging in age from approximately 8 to 14 years. Of these, 25 were younger students (approximate ages 8 to 12) with IQ's greater than 160, and 13 were older (approximate ages 12 1/2 to 14) with IQ's in the range of 150. The children were tested individually in their homes on three formal operational tasks adopted from Inhelder and Piaget as well as two moral reasoning dilemmas from Adelson and Piaget. The formal operational tasks were: communicating vessels, oscillation in a pendulum, and a balance problem. Tasks are described. Scoring was adopted from Inhelder and Piaget. Two judges assigned one of four categorical ratings, two concrete and two formal, to each task. Results indicate that high ability in children over the age of 11 does carry over into formal operations; but that bright children under 11 years demonstrate a low rate of precocity in formal operational ability, with exception of the pendulum problem. These results and responses to the moral questions are discussed. (Author/SB)

ED 129 438 PS 008 848

Harrold, Jeralyn D.

Day Care Licensing Improvement Project. Final Report.

Michigan State Dept. of Social Services, Lansing. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 76

Grant—OCD-CB-510

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bibliographies, *Certification, Child Care Centers, Data Collection, *Day Care Services, Demonstration Programs, *Family Day Care, Historical Reviews, *Professional Training, *Program Descriptions, Records (Forms), Staff Improvement, State Action, *State Licensing Boards, State Supervisors, State Surveys

Identifiers—Day Care Licensing, *Family Day Care Registration, Michigan

This progress report evaluates the Day Care Licensing Improvement Project (Jan. 1, 1974 - Dec. 31, 1975) designed by the Michigan Department of Social Services. The four project objectives are reported on. Projects dealt with developing and improving licensing procedures through public education and by training licensing consultants in order to upgrade the level of care in family day care homes and day care centers, and evaluating the registration process, a variant to

the licensing of family day care homes. The document contains the interim report of the Demonstration Project for the Registration of Family Day Care Homes and the Staff Resource Library Bibliography, an outgrowth of the licensing training program. The interim report deals with the historic development of day care and day care regulation; registration, overview, process and significance; development, training and planning to study registration as possibly a more appropriate type of regulatory process than the licensing method; methods of comparing licensing and registration; findings and recommendations. Data tools are appended. (BF)

ED 129 439 PS 008 849
The OCD Information System.

South Carolina State Dept. of Social Services, Columbia.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date Jan 76

Note—56p.; A report of accomplishments by the study team that undertook the task of providing an automated record-keeping system: Record and Foundation

Available from—Ms. Betty V. Carnes, Director, Office of Child Development, South Carolina Department of Social Services, P.O. Box 1520, Columbia, South Carolina 29202 (no price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Care Centers, Child Care Workers, Confidential Records, Data Collection, *Day Care Programs, Educational Administration, *Electronic Data Processing, *Management Information Systems, Personnel Data, Preschool Education, Public Support, *Recordkeeping, Records (Forms), *State Agencies, Student Records

Identifiers—*South Carolina

An automated record-keeping system for publicly supported day care centers, developed by the South Carolina Office of Child Development (OCD), is described here. This OCD Information System evolved around the need for accurate and timely data pertaining to publicly funded day care centers. Allowance was made for possible subsequent inclusion of family and group day care facilities. A preliminary study of six South Carolina counties showed a lack of uniformity in record-keeping and the need for a computerized information system. The three data collection instruments described here were designed to implement development of an integrated data base: (1) a Client-Guardian Record, (2) a Center Record and (3) an Employee Record. These instruments were designed to collect, aggregate, analyze and disseminate data in a concise and confidential manner for the use of authorized state agencies. During the initial demonstration phase of the system's implementation, OCD personnel were involved in field work to educate day care center personnel in use of the record forms. Informational printouts, derived from continually updated data, include state, county and center summaries, as well as client and employee rosters. Approximately half this document consists of samples of record forms and summary reports. (BF)

ED 129 440 PS 008 850

Sheket, Susan M. Sheket, William C.

Behaviors of Children Referred by Classroom Teachers as Hyperactive.

Pub Date May 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Problems, *Classroom Observation Techniques, *Elementary Education, Elementary School Students, *Hyperactivity, Problem Children, Research, *Stimulants, *Student Behavior

In this study, a classroom observation technique was employed to examine the behaviors of a group of teacher-referred hyperactive children in order to determine the frequency of specific behaviors exhibited. The purpose behind the study was the further investigation of behavioral observation and intervention techniques used by other researchers as alternatives to prolonged medication therapy for hyperactive children. Subjects were 11 elementary school children in grades K through 2. The control group consisted of all classroom peers who, by virtue of their non-referral, were identified as not hyperactive. Subjects and controls were observed in the classroom and their

behaviors charted using a time sampling procedure that recorded behavior frequency of 19 categories of behavior. Significant differences were found between groups on behaviors in seven categories: approval, volunteers, initiation to teacher, physical negative, play, inappropriate locale, and self-stimulation. In all of these categories, except volunteers, the control group had lower frequencies of occurrence. Having delineated the specific types of behavior that the hyperactive children engaged in more frequently, the authors suggested a behavioral intervention program be implemented to decrease or extinguish targeted behaviors. (Author/SB)

ED 129 441 PS 008 851

Zalk, Sue Rosenberg And Others

Sex Bias in Children.

Pub Date Sep 76

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Caucasians, *Elementary Education, Elementary School Students, Grade 2, Grade 5, Lower Class, Lower Middle Class, Middle Class, Negroes, Racial Differences, *Sex Differences, *Sex Discrimination, *Sex Role, *Social Development, *Socioeconomic Influences

This study investigated children's sex biased attitudes as a function of the sex, age, and race of the child as well as a geographical-SES factor. Two attitudes were measured on a 55-item questionnaire: Sex Pride (attributing positive characteristics to a child of the same sex) and Sex Prejudice (attributing negative characteristics to a child of the other sex). Subjects were 1,169 children (513 black, 656 white) in grades 2 and 5, who were taken from either a lower-middle, upper-lower class urban or a suburban community. Gender was divided fairly equally. The children were tested in their schools, with examiner race varying equally at each grade level. Results indicated that all children tended to select children of the same sex for the positive attributes, but that both boys and girls selected boys for the negative attributes. Although all Sex Pride scores decreased with age, this was most exaggerated for the girls from a lower-middle, upper-lower class urban environment. (Author/SB)

ED 129 442 PS 008 852

Rockes, Alan L. And Others

The Development of an Instrument for Assessing Young Children's Perceptions of Individual Differences.

Pub Date 5 Dec 75

Note—23p.; Filmed from best available copy; Paper presented at the Annual Meeting of the Wisconsin Educational Research Association (Madison, Wisconsin, December 5, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, Ethnic Groups, Females, Grade 1, Grade 2, Handicapped, *Individual Differences, Males, *Measurement Instruments, *Perception Tests, Primary Grades, Program Evaluation, Questionnaires, *Social Attitudes, *Test Construction, Test Validity, Visual Stimuli

Identifiers—*Youth Bends Easily Instrument

This paper reports on the development of the Youth Bends Easily Instrument designed to assess children's attitudes toward human differences. The instrument was commissioned by the Madison Public Schools (Wisconsin) to evaluate the Individual Differences program designed to help primary grade children deal with racial, physical, and social differences and their perceptions of them. An instrument was developed that relied on pictures and oral language. Children were presented with pictures of groups of children. Figures were drawn so that six basic dimensions for discrimination resulted: size, dress, sex, physical disability, ethnic grouping, learning ability. Associated with each picture was a stimulus question requiring a response by the children (e.g. Which children are Americans?) Results are tabulated and discussed for kindergarten, first, and second grades involved in the program. Checks for reliability and validity are described. Results support the possibility of measuring the effect of a public school program of individual differences using the individual differences instrument. Effectiveness of the program is briefly discussed. (Author/SB)

ED 129 443

PS 008 853

Mergendoller, John R.

Compensatory Education and the Varieties of Intervention: A Program Element Typology Based on the Model of the Follow Through Planned Variation Experiment.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-P-76-0008

Pub Date [76]

Note—109p.; Filmed from best available copy

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavior Change, Community Role, *Compensatory Education Programs, *Early Childhood Education, Formative Evaluation, Grouping (Instructional Purposes), *Intervention, Learning Activities, Learning Processes, Objectives, Open Education, Parent Role, Preschool Children, Preschool Curriculum, Preschool Teachers, *Program Descriptions, *Program Design, Program Evaluation, Staff Role, Teaching Methods, Time Blocks, *Typology

Identifiers—Planned Variation, *Project Follow Through

This document presents a descriptive typology created to characterize the diverse program approaches of the Follow Through Planned Variation Experiment. Program approaches are described with respect to two orthogonal dimensions: (1) Program Elements (Instructional, Service, Participatory and Employment) with the major focus on instructional elements including curricular orientation (learning emphasis and instructional role); curricular design (nature and uniformity of activities, time utilization, instructional grouping); curricular responsibility (pre- and post-instructional); and curricular variability (instructional activities, time utilization, and instructional grouping); and (2) Target Population (Children, Instructors and Parents). To demonstrate the use of this typology, five Follow Through Planned Variation program approaches are described using the previously developed program descriptors. (Author/MS)

ED 129 444

PS 008 854

Zimmerman, Barry J.

Vicarious Changes in Children's Preferences: A Reward or a Cognitive Phenomenon?

Pub Date Sep 76

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classical Conditioning, Cognitive Development, *Cognitive Processes, *Early Childhood Education, *Imitation, *Models, Preschool Children, Research, *Social Influences, Socialization

Identifiers—*Vicarious Conditioning

This study compared children's dependence on situational cues by a model to their reliance on the general affective valence of the model, in order to assess the role of each in determining vicarious changes in preference. Subjects were forty 4-year-olds attending a day care center. Among five toys used in pilot testing, a box of clothespins was rated lowest in attractiveness and thus was selected as the target toy for training. Two measures of each child's toy preference were collected in a pretest: rated comparisons of clothespins versus other toys and timed use of clothespins during free play. The children were assigned to one of four modeling treatments (high model valence, low model valence, high affect, low affect or a control group). Each treatment consisted of an interaction phase, a modeling phase, and a posttest. Results indicated no difference among experimental groups in pretest scores. Analysis of the posttest measures revealed that the children exposed to the model who displayed a high degree of subjective affect while playing with the clothespins significantly increased the ratings of clothespins and the amount of time spent playing with this toy. The model's rewardiness (valence) failed to exert any effect on either dependent measure, and did not interact with model affectivity. Findings are discussed in terms of the role of classical conditioning and cognitive processes in vicarious learning, and the results are seen as supporting the role of cognitive processing. (Author/SB)

ED 129 445

PS 008 857

Lester, Barry M. And Others

Spectrum Analysis of Low and Full Birthweight Newborn Cries.

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Anomalies, *Body Weight, *Diagnostic Tests, *Infant Behavior, *Infants, Premature Infants, Racial Differences, Research, Sex Differences

Identifiers—Birth Weight, *Crying, *Neonates

Based on findings that report differences between cries of normal and clinically abnormal infants, this study examined the relationship between birthweight and behavioral and acoustic features of neonatal cry because of the long-standing association between birthweight, perinatal trauma, and subsequent development. Subjects were 88 neonates between 12 and 36 hours old. The sample included 37 low birthweight, 25 premature, and 19 small for gestational age infants. Cries were elicited by snapping the soles of the babies' feet with a rubber band. Four dependent variables, two acoustic and two behavioral, were extracted from each infant's cry episode. Because other independent variables such as gestational age, sex, and race might confound the prediction of crying from birthweight, a multiple regression analysis was done on the data. A separate regression analysis was computed for each of the four dependent variables, in which the independent variables were birthweight, gestational age, sex, and race. Results indicate that birthweight and gestational age were relatively equal in predicting the pitch of the cry; but that birthweight, and not gestational age, was related to the latency of the cry. The predicting of abnormal conditions from cry properties is discussed. (Author/SB)

ED 129 446

PS 008 858

Darnell, Deane

A Parent-Teacher Joint Assessment of the Entering and Exiting Kindergarten Child - 1972-76.

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Early Childhood Education, *Kindergarten Children, Language Development, Learning Readiness, *Measurement Instruments, Parent Attitudes, Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Psychomotor Skills, *Rating Scales, *Readiness, Social Development, Teacher Attitudes

Identifiers—*Parent Teacher Kindergarten Student Assessment, PTKSA

The Parent Teacher Kindergarten Student Assessment instrument (PTKSA) described here was developed over a 4-year period and used extensively at each stage of its revision, with the goal of evolving a feasible and sensitive pre-primary pupil profile or early childhood education inventory. Intended for use by both parents and teachers at the beginning and end of the kindergarten year, the PTKSA is presented as a vehicle for meaningful home-school interaction early in a child's school life. The items are described as developmental and easily observed in a home or school setting. The basic idea involves: (1) parents making judgments about their own child at home, (2) the teacher making independent judgments on the same items at school, and (3) parent and teacher reviewing these judgments together and planning accordingly. A sample is given, involving 243 pupils and 11 teachers, of eight items from the 28-item PTKSA. Items are from four categories: (1) Use of Symbols (counting, reading words, time-awareness); (2) Motor Skills; (3) Language Development; and (4) Behavior (cooperation, consideration for others, choice-making). Also presented are correlations between PTKSA and other test instruments, including the Boehm Test of Basic Concepts, used in the formal assessment procedure by the school district in which PTKSA has been developed. (BF)

ED 129 447

PS 008 862

Endsley, Richard C.

Peer Presence, Tactual Access and Stimulus Dimensionality as Situational Determinants of Young Children's Questioning Behavior.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Interaction Process Analysis, *Peer Relationship, Preschool Children, *Preschool Education, Social Reinforcement, *Stimulus Behavior, *Tactual Visual Tests, *Verbal Communication, Verbal Development

Identifiers—*Questioning Behavior

This study examined three potential situational determinants of children's question-asking: (1) the presence or absence of a peer; (2) whether or not the children are given tactual access to the materials being used to induce questions; and (3) whether these materials are presented three-dimensionally (as objects) or two-dimensionally (as photographs of objects). Thirty-six children, ranging from 46 to 67 months of age, were invited to look at a set of stimulus materials (e.g., biological specimens and household implements). Half of the children examined the materials with a peer and half did so alone. One-third of the children in each peer condition were presented the materials as objects that they were free to touch, one-third as objects that they could not touch, and one-third as life-size photographs of the objects. Two types of questions asked by the children about the stimuli were analyzed: (1) identification questions (viz., questions concerning the objects' names) and (2) transformational questions (viz., questions involving broader speculations about the objects such as their origin, function, etc.). Results revealed that the children asked significantly fewer identification questions when with a peer than when alone. The children who could touch the objects asked the most transformational questions; those who could not touch the objects asked the next most; and those shown photos of the objects asked the least. (Author/SB)

ED 129 448

PS 008 870

Montare, Alberto Heyman, Marjorie

Temporal Organization and Learning within Sixth-Grade Students.

Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, Cognitive Processes, *Conceptual Tempo, *Discrimination Learning, *Elementary Education, Grade 6, *Individual Differences, *Learning Characteristics, *Research, Slow Learners

Identifiers—Temporal Ordering

This study investigates the relationship between temporal organization and the rate at which discrimination-reversal learning mastery occurs within sixth-grade students. Subjects were 22 male and 30 female students from a predominantly white, middle class rural school. Temporal behavior was assessed with a task that had subjects reproduce standard time intervals. Three forms of discrimination-reversal learning were employed: original learning, a first reversal shift, and a second reversal shift. Mastery of each form consisted of the subject choosing on each trial between two stimulus objects varying in two dimensions until a mastery criterion level of eight consecutive correct trials was reached. Results indicate that: (1) temporal performance tends to be less variable than learning performance; (2) a significant, negative correlation exists between mean time and mean learning scores; and (3) relatively fast learning is associated with relative overestimation of time whereas relatively slow learning is associated with relative underestimation of time. These results contrast with previously reported results within adult subjects wherein relative underestimation was associated with fast learning and overestimation with slow learning. These contrasting results may be the manifestation of a developmental temporal pattern which shifts from a predominantly inhibitory trend during childhood towards a predominantly excitatory trend in adulthood. (Author/SB)

ED 129 449

PS 008 872

Griffin, Emilie

Policy Implications of Advertising to Children.

Pub Date 5 Sep 76

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children, *Commercial Television, *Consumer Protection, Evaluation Methods, Policy Formation, *Research Needs, *Television Commercial

Identifiers—*Children's Advertising Review

Since its inception the Children's Advertising Review Unit has turned to research in order to better evaluate children's advertisements, to develop guidelines for children's advertisers and to resolve some perplexing questions about certain types of advertising content. Although some work has been done in advertising directed toward children, most of this research does not meet the needs of the Children's Advertising Review. What is needed is research on how children perceive certain fantasy elements in advertising, and animated presentations as opposed to those which utilize live action photography; how various styles of presenters influence children's perceptions of the products advertised and how children perceive certain forms of presentation in food and toy advertisements and "disclaimers" and "disclosures" which are presently included in commercials because of existing code and guideline requirements. There is also a need for research on research to find a trustworthy methodology. (MS)

ED 129 450 PS 008 873

Bell, Linda G. Erickson, Lena

Family Process and Child Development: Some Preliminary Findings.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Sep 76

Grant—NIMH-G-R03-MH28190

Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Emotional Development, Family Characteristics, *Family Environment, *Family Relationship, Family Structure, Females, Group Dynamics, Interaction Process Analysis, *Interpersonal Relationship, Interviews, *Parent Child Relationship, Personality Development, Secondary Education, Social Development, *Sociometric Techniques

Relationships between patterns of family interaction and child development are investigated in this study on how family environment and quality of interaction relate to an adolescent's psychological and social functioning. A sample of 99 white middle-class families participated in a 2-hour structured interview in their homes. The interview consisted mainly of revealed difference exercises for parents and for the entire family, and a projective task in which family members described their family system as to: (1) patterns of communication, (2) approach to conflict, (3) degree of individuation, and (4) affective climate. Each family contained an adolescent teenage girl who had previously completed Loewinger's measure of ego development, the California Personality Inventory, and a sociometric questionnaire. This paper presents some preliminary results of the study of 30 families comparing families of the 15 girls who scored highest on the psychological and sociometric measures with families of the 15 girls who scored lowest. Results show that adolescents in the high-scoring group come from families more likely to describe themselves as flexible and trusting in their interpersonal lifestyle. High-scoring adolescents' perceptions of their families tend to be closer to those of their parents than those of low scorers. Differences in the interaction patterns between parents of the two groups suggest that parents of the high scorers may have more functional approaches to problem-solving situations than do parents of low scorers. (Author/BF)

ED 129 451 PS 008 875

Hubner, Judith Johns Cresci, Marlene
Introduction to Early Childhood Education:
Analyzing Models to Develop a Personal Program.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—106p.; For related documents, see PS 008 876-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Comparative Analysis, *Early Childhood Education, *Educational Practice, *Models, Objectives, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Program Descriptions, Teacher Education, *Teacher Education Curriculum

Identifiers—Behavior Analysis, Engelmann Becker Model, Far West Laboratory for Educational R and D, *Flexible Learning System, Open Education Model, Responsive Environment Model

This unit of the Flexible Learning System (FLS) is designed to help adults who work with children aged 4-8 clarify and develop their own educational philosophy and its implications for teaching practices in early childhood education. The unit is centered around the analysis of four early childhood education models representing a broad range of contemporary education practices: The Responsive Model; The Open Education Model; The Behavior Analysis Model; and The Engelmann-Becker Model. The unit is designed to be used in conjunction with the EPIE Information Unit, Early Childhood Programs, an audiovisual print package; an overview of the four models is available separately. Learning activities include reading, group discussions, presentations, viewing film strips, observing early childhood programs, and developing and participating in activities. Unit activities are designed to provide information about model programs in early childhood education; clarification of personal values/goals/priorities in working with children; and articulation of a personal model of early childhood education. (Author/SB)

ED 129 452 PS 008 876

Alward, Keith R.

Arranging the Classroom for Children.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—227p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$7.95)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Class Activities, *Classroom Arrangement, Classroom Environment, Classroom Furniture, Classroom Materials, *Early Childhood Education, Educational Resources, Elementary Education, Open Education, *Performance Based Teacher Education, *Physical Facilities, Preschool Education, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), is designed to help adults working with children aged 4-8 achieve an optimal classroom arrangement for a variety of activities and child groupings. The unit focuses on the interaction between space, materials, classroom activities and educational goals, and is particularly appropriate for educators interested in providing an open education setting. Section I describes six basic classroom areas in terms of 12 variables covering size, boundaries, materials, working surfaces, and functions. The relationship of these variables to classroom operations and the solution of management problems through classroom arrangement and modification of the six basic areas are explored. Section II provides an illustrated and descriptive guide to physical facilities and resources. Topics covered are: storage, working surfaces and seating, the floor, raised work and play platforms, enclosed areas, room and area dividers. A reference list of publications, films, and additional resource addresses is included. Each chapter contains a topic introduction, learner-activities, and a follow-up discussion. Learner-activities include classroom observations, simulation and decision-making problems. Activity forms are provided for recording activity

results. Related FLS units: "Managing the Preschool Classroom"; "An Introduction to Early Childhood Education." (Author/SB)

ED 129 453 PS 008 877

Brown, Judy

Managing the Preschool Classroom (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—85p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavior Change, Class Activities, *Class Management, Classroom Arrangement, Classroom Materials, *Classroom Techniques, *Early Childhood Education, Elementary Education, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Scheduling, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) provides training on how to use classroom techniques to avoid management problems and planning to reduce inappropriate behavior in the classroom. Management is approached as the process of organizing and structuring the classroom, its activities, and the responsibilities of staff and children. Management is directed toward helping children assume responsibility for their own behavior in a climate designed to maximize individual freedom and minimize disturbances in the learning environment. Criteria for classroom management establishing rules and limits, scheduling, and the provisioning and use of materials are explored in the context of minimizing the occurrence of management problems. Practice is provided in developing rules and limits, arranging classroom activities, developing daily plans, demonstrating the arrangement of materials, and extending and adapting classroom materials to meet individual needs. In a discussion on how to handle inappropriate behavior, topics include: determining the problem; anticipating and redirecting inappropriate behavior; attending to positive behavior, contingent use of classroom activities, using time out, and why punishment is an inappropriate form of classroom management. Activities involve classroom observation, demonstration, working with children, thought and problem-solving activities. (Author/SB)

ED 129 454 PS 008 878

Yinger, Joanne Eckland, Ruth

Problem Solving with Children.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—103p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Classroom Observation Techniques, Cognitive Development, *Early Childhood Education, *Elementary Education, Interaction Process Analysis, Learning Activities, Performance Based Education, *Performance Based Teacher Education, Preschool Education, *Problem Solving, Social Development, Teacher Education, *Teacher Education Curriculum, *Teaching Techniques

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) provides instruction for adults in helping children develop problem solving skills and attitudes, with particular emphasis on shifting the responsibility of solving classroom problems from teacher to children. Problems are treated as opportunities to learn in which individuals or groups want something changed, are personally affected, and are in a position to assume responsibility for

solving the problems. Problems in the cognitive, social and personal domains are considered. Skills in problem identification and clarification, idea generation, implementation of solutions, and evaluation of results are explored. More than half of the book is devoted to teaching techniques for guiding children in problem solving activity. Techniques are grouped under "tuning in," "drawing out," guiding, and supporting the creation of possible solutions. Skills involve listening, paraphrasing, questioning, creating analogies and imagery, and connecting creations to reality. Thought problems, recognition of examples, recall of experiences, observations of children, classroom practice, and role play are embedded in 26 activities. Examples of classroom problems are interspersed among the activities. Related FLS units: "Helping Children Develop Healthy Self-Concepts"; "Understanding Children's Play Through Observation"; "Managing the Preschool Classroom"; "Communicating and Working with Parents." (Author/SB)

ED 129 455 PS 008 879

DeAnda, Natividad

Helping Children Develop Healthy Self-Concepts (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—204p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Early Childhood Education, Elementary Education, Evaluation Methods, Performance Based Education, *Performance Based Teacher Education, Preschool Education, *Self Concept, *Student Teacher Relationship, Teacher Behavior, Teacher Education, *Teacher Education Curriculum, Teaching Methods, *Teaching Styles, Teaching Techniques

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) is designed to help teachers analyzing the effects of classroom situations on the self-concepts of children in preschool through third grade. Among the questions addressed are: What is a healthy self-concept; How do teaching practices affect children's self-concepts; and When are situations demeaning, restricting, overrating, or enhancing to the self-concept? It is proposed that self-concepts develop as children take credit for what they do and what they are, and as they integrate the results of new experiences. The first 60 pages contain guidelines for conducting an 8-session class or workshop. Workshop sessions involve a variety of activities including assigning positive/negative ratings to a set of standard situations, using an analysis instrument for more detailed ratings of classroom situations, rating personally observed situations, and producing and discussing ways to improve situations. It is suggested that individual ratings and analyses be shared with partners or with a group, allowing the benefit of more than one point of view. The workshop guidelines are followed by three resource booklets, each approximately 40 pages long, containing readings about self-concept as well as examples and discussions of classroom situations and their relation to self-concept. Situations presented in the resource booklets are reproduced on sets of cards which are included with the document. Related FLS units include: "Teaching Children to Integrate Language Experiences"; "Problem-Solving with Children"; "Managing the Preschool Classroom"; "Communicating and Working with Parents"; "Analyzing Children's Books from a Chicano Perspective"; "Selecting Children's Books with a Black Perspective"; "Enriching Children's Literature Experiences." (Author/SB)

ED 129 456 PS 008 880

Garcia, Angela B. And Others

Communicating and Working with Parents.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—178p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Communication Skills, *Early Childhood Education, *Elementary Education, Interaction Process Analysis, Nonverbal Communication, Parent Role, Parent School Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Problem Solving, Surveys, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) is designed to give teachers and other adults insight into and practice with oral and written communication with parents. The ten sessions in this unit have been designed as workshops. Each session has a central theme, and builds upon the preceding sessions. Themes include perception and feedback in communication, communication and awareness, parent roles in the program, facilitating techniques, problem solving, and parent surveys. Each session begins with sharing and reviewing individual experiences in previous activities. Opportunities are provided to explore the way themes relate to the users' personal interests. Learning activities provide an opportunity to practice several communication skills, such as responding to an emotional or critical outburst from someone else, encouraging greater parent participation in the classroom, responding when one feels misinterpreted, recognizing nonverbal messages, and setting reasonable goals. Related FLS units include: "Problem Solving with Children"; "Analyzing Children's Books from a Chicano Perspective"; "Selecting Children's Books with a Black Perspective"; "Using Toys and Games with Children"; "Helping Children Develop Healthy Self-Concepts." (Author/SB)

ED 129 457 PS 008 881

Lewis, Francine N.

Selecting Children's Books with a Black Perspective (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—222p.; Material in the original document on pages 2, 134, 143, 144, and 156 is copyrighted and therefore not available; These sections were removed from this document prior to its being submitted to the ERIC Document Reproduction Service; For related documents, see PS 008 875 - 891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$7.95)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Children's Literature, *Early Childhood Education, Elementary Education, *Ethnic Stereotypes, Evaluation Methods, Negroes, Negro Stereotypes, Performance Based Education, *Performance Based Teacher Education, Self Concept, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed to give adults working with children aged 4-8 an understanding of a Black perspective, focuses on the use, and rationale for using, a Black perspective to analyze and evaluate the illustrations and written content of children's books. A Black perspective, including the contemporary and historical experiences of Black people, is applied to illustrations and text to determine whether the Black Experience is portrayed in complete and accurate terms. Criteria derived from a broad range of cultural characteristics are used to analyze and evaluate illustrations and text. Readers are guided in the application of criteria to selected books and provided with opportunities to check themselves against the evaluations provided in the unit. Also included: a historical overview, discussion suggestions, criteria for judging the historical accuracy

of written material, and references to resource materials in the area of Black experiences. Books are noted for use in application of the unit criteria. Other related FLS units: "Analyzing Children's Books from a Chicano Perspective"; "Helping Children Develop Healthy Self-Concepts"; "Enriching Literature Experiences of Children." (Author/SB)

ED 129 458 PS 008 882

Uribe, Oscar, Jr. Martinez, Joseph S.

Analyzing Children's Books from a Chicano Perspective.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—105p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Analytical Criticism, Behavior Change, Changing Attitudes, *Children's Literature, *Early Childhood Education, Elementary Education, *Ethnic Stereotypes, Evaluation Methods, *Mexican Americans, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Self Concept, Spanish Speaking, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) designed for adults who work with children aged 4-8, offers a means of analyzing, evaluating, and selecting books and other educational materials for use in culturally pluralistic classrooms and with young children of Mexican-American heritage. Research which explores the impact of books on children's self-concept and attitudes toward other ethnic groups is reviewed. Criteria for the analysis and evaluation of written text and illustrations in children's books are presented in two sections. The first section includes guidelines for detecting culturally-negative biases in terms of overgeneralization, evaluative and demeaning statements and ethnic stereotypes. The second section underlines the importance of understanding the history, culture, and language of the Chicano, and focuses on recognizing culturally accurate information, language appropriateness, accurate source and treatment of materials, and factual errors. Each section contains evaluation of pictures and text taken from literature often recommended for use with the Chicano child. The unit concludes with self-assessment activities in which sample paragraphs are presented for revision along the lines specified in the guidelines. Bibliographies are included. Related FLS units include: "Selecting Children's Books with a Black Perspective"; "Enriching Literature Experiences of Children"; "Helping Children Develop Healthy Self-Concepts." (Author/SB)

ED 129 459 PS 008 883

Taylor, JoEllyn

Enriching Literature Experiences of Children.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—174p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Children's Literature, *Early Childhood Education, *Elementary Education, *Enrichment Activities, Evaluation Criteria, Learning Activities, Lesson Plans, Performance Based Education, *Performance Based Teacher Education, Personal Values, Preschool Education, Reading Material Selection, Role Playing, Self Concept, Self Evaluation, Story Reading, Teacher Education, *Teacher Education Curriculum, Teaching Techniques

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) attempts to acquaint adults with children's literature and help them develop guidelines for the selection of books, and methods for planning and facilitating children's experiences with literature. The material is written for persons working with children 4 to 8 years of age. A variety of short articles and activities explore the uses of literature, its importance, and its relationship to self-concept, personal values and personal experiences. Initial criteria for book selection and personalized literature experiences are explored using a wide range of available children's books. The clarification and development of values and criteria and their use in developing lesson plans for literature experiences are examined. Activities involve thought problems, the generation and application of criteria to books and lesson plans, role playing, group discussion experiences with children, and exploration of available literature. The unit is designed for use in a group of adults and includes self-assessment activities. Related FLS units: "Teaching Children to Integrate Language Experiences"; "Analyzing Children's Books from a Chicano Perspective"; "Selecting Children's Books with a Black Perspective." (Author/SB)

ED 129 460 PS 008 884

Biestman, Margot S.

Teaching Children to Integrate Language Experiences (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—190p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$7.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Curriculum Planning, *Early Childhood Education, Elementary Education, Evaluation Methods, Integrated Activities, Integrated Curriculum, *Language Development, *Language Enrichment, Performance Based Education, *Performance Based Teacher Education, Preschool Education, *Teacher Education, *Teacher Education Curriculum, Teaching Methods, Teaching Techniques

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed for teachers of children aged 4-8, introduces the concept of psychological integration and its application to language curriculum in early childhood education. Techniques for helping children use and extend their personal experiences in language arts activities are described, and the use of children's experiences in classroom learning to create integrated language experiences is also discussed. Four semisequential sections are included, covering the integration of language with listening, fantasy, memory of familiar experiences, and spontaneous classroom activity. Language is viewed as a personal-social form of expression including art, movement, dance, written/oral language, reading and pre-reading skills. Each section presents a guided sequence of activities for the learner: exploring criteria for integrating activities; participating in an integrating experience illustrating the criteria; sharing; reviewing and evaluation; planning activities for children; implementation of plans; and evaluation of outcomes. Planning is approached in guided steps moving the learner from modification of prescribed plans to extension of plans with additional follow up activities for children, and ending in the creation of original activities. Examples of teacher generated plans for children of varying ages are provided throughout the text and in a 50-page learner's resource booklet (included). Perforated carbon copy forms are included for learner and instructor evaluations of activities. Beginning and advanced levels of performance are suggested for all activities. Other related FLS units: "Developing Children's Sense Perception"; "Helping Children Develop a Healthy Self-Concept"; "Working with Children's Concepts." (Author/SB)

ED 129 461 PS 008 885

Brown, Judy

Understanding Children's Play Through Observation.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—74p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95; 28-minute 16mm color-sound film, "Observing Children's Play," is also available, \$155.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classroom Environment, *Classroom Observation Techniques, *Early Childhood Education, Performance Based Education, *Performance Based Teacher Education, *Play, Preschool Education, Social Development, Teacher Education, *Teacher Education Curriculum, *Teacher Role

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) is concerned with the importance of play to early child development and with classroom conditions that promote productive play activity. Emphasis is put on developing skills in observing and analyzing play and understanding specific types of adult intervention in the play process. Activities and an accompanying color film, "Observing Children's Play," are designed to help adults develop specific play intervention strategies. Many activities require making observations from the film, a nonnarrated sequence of children in social play. (Observation forms are provided.) The unit is designed for use with a group of adults, to enable them to discuss why play is important for a child's growth and development; write objective descriptions of a child's play activity; determine when to provide additional resources; determine when to intervene, extend, or adapt the play situations; create a classroom environment to achieve a set of objectives; and determine when to participate as a co-player and when to redirect the play situation. Related FLS units: "Using Toys and Games with Children"; "Working with Children's Concepts"; "Managing the Preschool Classroom." (Author/SB)

ED 129 462 PS 008 886

Nimmich, Glen And Others

Using Toys and Games with Children.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—245p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$7.95)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Audiovisual Aids, Classification, Cognitive Development, Concept Teaching, Day Care Services, *Early Childhood Education, Elementary Education, *Games, *Incidental Learning, Intellectual Development, Language Development, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Problem Solving, Self Concept, Teacher Aides, Teacher Education, *Teacher Education Curriculum, *Toys, Volunteers

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) is designed to teach adults how to use toys and games to help children between 3 and 8 years of age learn basic skills and concepts. The text provides an introduction to working with children that is oriented towards new teachers, paraprofessionals, and volunteer staff. Skills emphasized include modeling precise language, contributing to the development of healthy self-concepts, creating conditions for spontaneous learning, helping children develop problem solving skills, and working (responsively) with children. Descriptions are given for a total of 18 toys and 82 games which provide a range of experiences in classifying, ordering, spatial reasoning, patterning, thinking inductively and deductively, solving problems, memorizing, decoding and encoding language, sensing and numerating. Ordered sequences of learning episodes (games)

provide specific learning experiences with each of the toys. Unit activities involve working with children, viewing audiovisual materials, making classroom observations, extending and modifying existing games. A basic set of eight toys is accompanied by an introductory film plus a filmstrip and audio cassette for each toy. Other games are illustrated in cartoon strips. All games are described in short easily-read steps. Related FLS materials: "Developing Children's Sense Perception"; "Helping Children Develop Healthy Self-Concepts"; "Working with Children's Concepts"; "Exploring Children's Thinking"; "The Growing Mind". (Author/SB)

ED 129 463 PS 008 887

Gilbert, Bethanie L. Finzer, William F.

Developing Children's Sense Perception (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—103p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Cognitive Development, Curriculum Development, Curriculum Enrichment, Diagnostic Teaching, *Early Childhood Education, Elementary Education, Learning Activities, Objectives, *Perceptual Development, *Performance Based Teacher Education, Preschool Education, *Sensory Experience, Teacher Education, *Teacher Education Curriculum, Teaching Techniques

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed for adults working with children aged 4-8, is concerned with sensory experiences to promote learning in the early childhood years. Texture, weight, size-shape, taste, hearing, and sight are explored in a sequence of learning activities repeated for each sense mode. The learning-activity sequence involves participating in an adult sensory experience, constructing a sense-word list, exploring and constructing learning objectives for children, diagnosing sensory skills in children, and creating sense-modality learning experiences for children. Learning objectives for children incorporate experiences in naming, matching, comparing and contrasting, classifying, ordering, describing, identifying, tracing, predicting and explaining. The diagnosis of individual children's conceptual use of sense is explored in the context of natural observations and adult probes during normal classroom activities. Individual and small group activities, classroom observations, and work with children are integrated to achieve skill in promoting cognitive growth through sensory experience; skill in diagnosing the child's conceptual use of senses; skill in using diagnosis to plan and provide sensory activities that support cognitive growth; and the development of a sense perception curriculum. Related FLS units: "Exploring Children's Thinking"; "The Growing Mind"; "Working with Children's Concepts"; "Using Toys and Games with Children." (Author/SB)

ED 129 464 PS 008 888

Alward, Keith R. And Others

Exploring Children's Thinking. Part 1: The Development of Classification (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—177p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Classification, *Cognitive Development, Concept Teaching, Developmental Stages, *Early Childhood Education, Elementary Education, Interviews, Neurological Organization, Performance

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed for adults working with children aged 4-8, is concerned with sensory experiences to promote learning in the early childhood years. Texture, weight, size-shape, taste, hearing, and sight are explored in a sequence of learning activities repeated for each sense mode. The learning-activity sequence involves participating in an adult sensory experience, constructing a sense-word list, exploring and constructing learning objectives for children, diagnosing sensory skills in children, and creating sense-modality learning experiences for children. Learning objectives for children incorporate experiences in naming, matching, comparing and contrasting, classifying, ordering, describing, identifying, tracing, predicting and explaining. The diagnosis of individual children's conceptual use of sense is explored in the context of natural observations and adult probes during normal classroom activities. Individual and small group activities, classroom observations, and work with children are integrated to achieve skill in promoting cognitive growth through sensory experience; skill in diagnosing the child's conceptual use of senses; skill in using diagnosis to plan and provide sensory activities that support cognitive growth; and the development of a sense perception curriculum. Related FLS units: "Exploring Children's Thinking"; "The Growing Mind"; "Working with Children's Concepts"; "Using Toys and Games with Children." (Author/SB)

ED 129 465 PS 008 889

Alward, Keith R. And Others

Exploring Children's Thinking. Part 2: The Development of Classification (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—177p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Classification, *Cognitive Development, Concept Teaching, Developmental Stages, *Early Childhood Education, Elementary Education, Interviews, Neurological Organization, Performance

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed for adults working with children aged 4-8, is concerned with sensory experiences to promote learning in the early childhood years. Texture, weight, size-shape, taste, hearing, and sight are explored in a sequence of learning activities repeated for each sense mode. The learning-activity sequence involves participating in an adult sensory experience, constructing a sense-word list, exploring and constructing learning objectives for children, diagnosing sensory skills in children, and creating sense-modality learning experiences for children. Learning objectives for children incorporate experiences in naming, matching, comparing and contrasting, classifying, ordering, describing, identifying, tracing, predicting and explaining. The diagnosis of individual children's conceptual use of sense is explored in the context of natural observations and adult probes during normal classroom activities. Individual and small group activities, classroom observations, and work with children are integrated to achieve skill in promoting cognitive growth through sensory experience; skill in diagnosing the child's conceptual use of senses; skill in using diagnosis to plan and provide sensory activities that support cognitive growth; and the development of a sense perception curriculum. Related FLS units: "Exploring Children's Thinking"; "The Growing Mind"; "Working with Children's Concepts"; "Using Toys and Games with Children." (Author/SB)

ED 129 466 PS 008 890

Alward, Keith R. And Others

Exploring Children's Thinking. Part 3: The Development of Classification (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—177p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Classification, *Cognitive Development, Concept Teaching, Developmental Stages, *Early Childhood Education, Elementary Education, Interviews, Neurological Organization, Performance

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS), designed for adults working with children aged 4-8, is concerned with sensory experiences to promote learning in the early childhood years. Texture, weight, size-shape, taste, hearing, and sight are explored in a sequence of learning activities repeated for each sense mode. The learning-activity sequence involves participating in an adult sensory experience, constructing a sense-word list, exploring and constructing learning objectives for children, diagnosing sensory skills in children, and creating sense-modality learning experiences for children. Learning objectives for children incorporate experiences in naming, matching, comparing and contrasting, classifying, ordering, describing, identifying, tracing, predicting and explaining. The diagnosis of individual children's conceptual use of sense is explored in the context of natural observations and adult probes during normal classroom activities. Individual and small group activities, classroom observations, and work with children are integrated to achieve skill in promoting cognitive growth through sensory experience; skill in diagnosing the child's conceptual use of senses; skill in using diagnosis to plan and provide sensory activities that support cognitive growth; and the development of a sense perception curriculum. Related FLS units: "Exploring Children's Thinking"; "The Growing Mind"; "Working with Children's Concepts"; "Using Toys and Games with Children." (Author/SB)

ED 129 467 PS 008 891

Alward, Keith R. And Others

Exploring Children's Thinking. Part 4: The Development of Classification (Preschool - Third Grade).

Based Education, *Performance Based Teacher Education, Preschool Education, Role Playing, Teacher Education, *Teacher Education Curriculum, Thought Processes, Video Tape Recordings

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System, *Piaget (Jean)

This unit of the Flexible Learning System (FLS), the first of a 3-volume series on children's thinking, discusses the development of classification in children between 3 and 8 years of age. The series is based on the application of Jean Piaget's work to early childhood education. The development of classification is revealed in the way children use judgments about similarities and differences and the concepts of "some" and "all." The unit is designed to be used with a group of adults to help them understand class and its organization in the preconceptual, intuitive and concrete-operational stages of development. Practice in exploring children's thinking is provided. Activities include thought problems, role playing, child interviews, discussions, readings, and viewing a color videotape on classification from a series entitled *The Growing Mind: A Piagetian View of Young Children*. Rip-out guided interview forms are provided for all interviews. Also included are an introduction to Piaget and his general theory, educational implications of the theory, classification materials, a transcript of the videotape, and an annotated bibliography. Related FLS units exploring children's thinking: "Exploring Children's Thinking: Seriation"; "Exploring Children's Thinking: Conservation"; "Working with Children's Concepts"; "Using Toys and Games with Children"; "Developing Children's Sense Perception." (Author/SB)

ED 129 465 PS 008 889
Alward, Keith R. Black, Allen E.

Exploring Children's Thinking. Part 2: The Development of Order Relations; Seriation (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75
Note—178p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$6.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Cognitive Development, Concept Teaching, Developmental Stages, *Early Childhood Education, Elementary Education, Interviews, Neurological Organization, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Role Playing, *Serial Ordering, Teacher Education, *Teacher Education Curriculum, Thought Processes, Video Tape Recordings

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning system, *Piaget (Jean)

This unit of the Flexible Learning System (FLS), the second of a 3-volume series on children's thinking, focuses on the development of order relations (seriation) in children between 3 and 8 years of age. The series is based on the application of Jean Piaget's work to early childhood education. Seriation concerns the way children reason about relationships between elements of a series or sequence. The unit is designed for use with a group of adults to help them understand order and its organization in the preconceptual, intuitive and concrete-operational stages of development. Practice in exploring children's thinking is provided. Activities include thought problems, role playing, child interviews, discussions, reading and viewing a color videotape on seriation from a series entitled *The Growing Mind: A Piagetian View of Young Children*. Rip-out guided interview forms are provided for all interviews. Also included are an introduction to Piaget and his general theory, educational implications of the theory, seriation materials, a transcript of the videotapes, and an annotated bibliography. Related FLS units: "Exploring Children's Thinking: Classification"; "Exploring Children's Thinking: Conservation"; "Working with Children's Concepts"; "Using Toys and Games with

Children"; "Developing Children's Sense Perception." (Author/SB)

ED 129 466 PS 008 890
Alward, Keith R. Saxe, Geoffrey B.

Exploring Children's Thinking. Part 3: The Development of Quantitative Relations; Conservation (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75
Note—86p.; For related documents, see PS 008 875-891

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, *Cognitive Development, Concept Teaching, Conservation (Concept), Developmental Stages, *Early Childhood Education, Elementary Education, Interviews, Mathematical Concepts, Mathematics Instruction, Neurological Organization, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Teacher Education, *Teacher Education Curriculum, Thought Processes, Video Tape Recordings

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System, *Piaget (Jean), Quantitative Relations

This unit of the Flexible Learning System (FLS), the third of a 3-volume series on children's thinking focuses on the development of quantitative relations in children between 3 and 8 years of age. The series is based on the application of Jean Piaget's work to early childhood education. Quantitative relations concerns all notions of units and number and their application in such areas as measurement and arithmetic. The development of quantitative relations is examined with the use of conservation tasks which reveal children's gradual understanding that the arrangement of objects does not affect their amounts. The unit is designed for use with a group of adults to help them understand quantitative relations and their organization in preconceptual, intuitive and concrete-operational stages of development. Practice in exploring children's thinking is provided. Activities include thought problems, child interviews, discussions, reading, and viewing a color videotape on conservation from a series entitled *The Growing Mind: A Piagetian View of Young Children*. Rip-out guided interview forms are provided for all interviews. Also included are an introduction to Piaget and his general theory, educational implications of the theory, transcripts of the videotape, and an annotated bibliography. Related FLS units: "Exploring Children's Thinking: Classification"; "Exploring Children's Thinking: Seriation"; "Working with Children's Concepts"; "Using Toys and Games with Children"; "Developing Children's Sense Perception." (Author/SB)

ED 129 467 PS 008 891
Alward, Keith R. Ruff, Frances K.

Working with Children's Concepts (Preschool - Third Grade).

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75
Note—133p.; For related documents, see PS 008 875-890

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$4.95)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Bibliographies, Childhood Interests, Classification, *Cognitive Development, *Concept Formation, *Concept Teaching, *Early Childhood Education, Elementary Education, Interviews, Neurological Organization, Performance Based Education, *Performance Based Teacher Education, Preschool Education, Teacher Education, *Teacher Education Curriculum

Identifiers—Far West Laboratory for Educational R and D, *Flexible Learning System

This unit of the Flexible Learning System (FLS) describes the development of children's

concepts and presents ways that adults can facilitate conceptual learning in children between 2 and 8 years of age. Concepts are described as representable, sharable and organized knowledge formulated around interests, susceptible to agreement and disagreement, and in some cases, capable of being forgotten. Suggested activities for adults involve analysis of adult concepts and their representation, adult classification activities, interviews of children, classroom observation, and thought problems. Activities are designed to explore ten characteristics of concepts; how concepts are organized; how the organization of concepts changes with mental development; how concepts are represented; how interests determine the formation of concepts; and guidelines for educational practice that support conceptual growth. Written material provides an introduction and follow-up to each activity. The appendix contains notes on clinical interviewing of children and a bibliography. Familiarity with the content of the series "Exploring Children's Thinking," also a part of the FLS, provides a foundation for understanding this book. An understanding of the mental development of classification skills is considered prerequisite. Other related FLS materials: "The Growing Mind"; "Developing Children's Sense Perception"; "Using Toys and Games with Children"; "Understanding Children's Play Through Observation"; "Problem Solving with Children." (Author/SB)

ED 129 468 PS 008 892
Berman, Phyllis W.

Sex Differences in Young Children's Responses to an Infant: An Observation Within a Day Care Setting.

Pub Date Apr 76

Note—14p.; A report of this study was presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, Behavioral Science Research, Day Care Programs, *Infants, *Interaction Process Analysis, *Preschool Children, *Sex Differences, Sex Role, Siblings, *Social Relations, Verbal Communication

Identifiers—*Modeling

A sample of 43 boys and 43 girls (aged 32 to 63 months) was observed during interactions with a 13-month-old infant in a structured situation in a day care center. Attendance in an area surrounding an empty playpen, and behaviors in that area, were recorded on four preliminary days to adapt children to observers and measure baseline behavior; on two days when a baby was in the playpen; and on two days when the baby was absent but a control stimulus, a tank with a goldfish, was placed in front of the playpen. Among the findings: (1) girls spent significantly more time in the area than boys when the baby was present, but not on other days; (2) older boys spent significantly less time in the area than younger boys when the baby was present, but there was no age effect for girls; (3) girls and boys who were in the area when the baby was present spent approximately the same proportion of their time engaging in baby-related activities. The most common of these activities involved the establishment and maintenance of proximity with the infant by approaching and touching the playpen. Verbalizations about the baby were frequent, but to the baby were rare. The study raises questions concerning the evolution of observed behavior: the role of adult modeling, effect of the model's sex, the children's past experience with infants, the part played by age and sex, and behavior of the infant as stimulus in reciprocal interactions. (Author/JH)

ED 129 469 PS 008 894
Infant Day Care: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 76

Note—45p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 152, \$2.25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, *Annotated Bibliographies, Child Care, *Child Care Centers, Child Development, Cognitive Develop-

ment, *Day Care Programs, Day Care Services, *Early Childhood Education, Emotional Development, Family Day Care, Infant Behavior, *Infants, Parent Child Relationship, Parent Education, Parent Role, Preschool Children

This selective bibliography cites recent ERIC documents and journal articles focusing on various aspects of infant day care including the effects of day care on infant development and on parent-child interaction and program and staff requirements for infant day care. Entries include resumes from "Resources in Education" (RIE), August 1972-August 1975, and journal article citations from "Current Index to Journals in Education" (CIJE) April 1973 to September 1975. Abstracts and major and minor descriptors are part of each entry. (MS)

ED 129 470 PS 008 900

Andrews, Dorothea, Comp.
Child Health in America.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-HSA-76-5015

Pub Date 76

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-022-00463-1, \$1.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Advocacy, *Child Welfare, Dental Health, *Diseases, Economic Disadvantage, Handicapped Children, Health Programs, *Health Services, *History, Infant Mortality, Nutrition, Physicians, Pregnancy, *Preventive Medicine, *Public Health, *Public Health Legislation, School Health Services

Identifiers—Children's Bureau, Sheppard Towner Act, Social Security Act

This is a collection of highlights from the documentary history "Children and Youth in America" (prepared by the Harvard School of Public Health under the auspices of the American Public Health Association). Brief histories of developments in child health care are given, such as treatment of children's diseases, national and state health programs, prenatal care, founding of the U.S. Children's Bureau, dental care, care for handicapped children, nutrition, effects of poverty, legislation and present public health concerns. The publication contains illustrations and historical photographs. (MS)

ED 129 471 PS 008 901

Swick, Kevin J.

Preschool Education in State Offices of Education: A 1976 State Report.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care, *Government Role, Nursery Schools, *Preschool Education, Public Policy, Public Support, *State Departments of Education, State Programs, *State Surveys, Teacher Education

This study surveyed existing preschool education programs and practices in the State Offices of Education in the 50 states. A survey instrument (Information Form on Preschool Education), mailed to 50 chief state school officers, contained questions in three areas of preschool education: (1) general information (2) personnel commitment and (3) accommodations made available by State Offices of Education to assist schools. The completed survey instrument was returned by 40 states. Findings are summarized in terms of percentages of State Offices of Education indicating existing provisions for the development of preschool education. No national trend was shown, with the status of preschool education varying from state to state. Many states reported involvement in curriculum development, in-service education, and the development of basic guidelines for preschool educators. A majority of the state offices had developed some philosophical statement concerning quality preschool education, but only some had allocated funds to support their belief. Other findings include the fact that a large majority of the offices were working with universities on developing courses of study, certification requirements, and/or teacher training programs. Many had developed curriculum guides

and/or material for dissemination. It was emphasized that, although an expansion of child care facilities is anticipated, evidence indicates that many states lack mandated guidelines to insure quality preschool education. (BF)

ED 129 472 PS 008 906

Ginsberg, Erika Hoff, Abrahamson, Adele A.
Children's Comprehension of Sentences Expressing Simultaneity and Sequentiality.

Pub Date Sep 76

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976; Based on Master's Thesis by first author, Rutgers, the State University of New Jersey)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, Cognitive Processes, *Complexity Level, *Comprehension Development, *Developmental Stages, *Elementary Education, Grade 2, Grade 4, Kindergarten, *Language Development, Structural Linguistics

In this study comprehension of sentences describing two events occurring simultaneously or in sequence was assessed in 5-, 7- and 9-year-old children. The sentences were at three different levels of linguistic complexity, differing only in whether simultaneity or sequentiality was described. Subjects were kindergarten, second, and fourth grade children from middle class homes where English was the only language used. Sentence comprehension was measured by a verification task. Results indicate that sentences describing simultaneity were better understood than descriptions of sequentiality. This finding supports the hypothesis that the cognitive complexity of the meaning expressed by language forms is an important determinant of comprehension. Findings contradict previous studies using different tasks that found opposite results, suggesting that cognitive complexity is not an absolute property of concepts, but depends on the processing requirements of specific tasks. The requirements of several previous tasks are compared to those of the present task, in which memory requirements were greater for sentences expressing sequentiality. (Author/SB)

ED 129 473 PS 008 915

Erickson, Joan Good

Nutritional Disorders and the Development of Young Children: A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—34p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog Number 153, \$1.70)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Child Development, Cognitive Development, Early Childhood, *Early Childhood Education, Health Needs, Intellectual Development, Learning Disabilities, Low Income Groups, *Mental Development, Minority Groups, *Nutrition, Prenatal Influences, Socioeconomic Influences

Identifiers—*Malnutrition
This bibliography on nutritional disorders and child development is directed towards early childhood professionals outside the field of nutrition. The main topic covered pertains to malnutrition and undernutrition as it relates to mental/intellectual/cognitive development of children from the fetal stage through the early childhood years. Included are more than 300 references for articles on world health problems, nutritional problems in the U.S., learning deficits resulting from malnutrition, ecological studies, vitamin and mineral deficiencies, food additives, the correlation between socio-economic status and nutritional problems, etc. (SB)

RC

ED 129 474 RC 002 199

Roesel, Robert A., Jr.

Indian Communities in Action: A Case Study Approach to Community Development Among Southwestern Indians.

Arizona State Univ., Tempe. Indian Education Center.

Pub Date May 62

Note—135p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*American Indians, Boarding Schools, *Case Studies, *Community Development, Community Education, *Community Involvement, Decision Making, Federal Government, Health Programs, Program Descriptions, Recordkeeping, *Reservations (Indian)

Identifiers—*Apaches, Arizona (Low Mountain), Arizona (San Carlos Apache Reservation), *Navajos, Round Rock School

Designed as a stimulus for American Indian educational development, these examples of community development programs among the Southwestern Indians are presented via the case study approach in the interest of analysis of both positive and negative experiences. Specifically, this book presents case studies of: (1) the Round Rock School on the Navajo reservation (emphasis upon the successful development of the school during its first three years, 1952-56, via community involvement and community decision making); (2) the Low Mountain community on the Navajo reservation (a 1955-56 community development project impeded by removal of catalytic agents, including a report by the Low Mountain people detailing their achievements and their petition for a boarding school, weekly and monthly Navajo Agency reports, and correspondence between Federal and community representatives); (3) the San Carlos Apache Community Development Projects (three examples of highly successful community development projects, as reported in activity reports prepared by a community worker from the Indian Health Service, including program problems, approaches, activities, and evaluations relative to: a hospital auxiliary in 1958, a summer work program for girls in 1960, and the 1960 Peridot Water Project). (JC)

ED 129 475 RC 003 665

Hill, Clarence M. Pillsbury, Dorothy

Education Without Reservations. A Report of the New Mexico Developmental Education Program.

New Mexico State Dept. of Education, Santa Fe.

Spons Agency—Field Foundation, New York, N.Y.

Pub Date 56

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, Anglo Americans, Community Involvement, Cultural Awareness, Curriculum, *Demonstration Programs, *Educational Development, Elementary Secondary Education, Parent Participation, Program Descriptions, *Public Schools, *School Community Cooperation, Spanish Americans, Student Attitudes, Teacher Attitudes

Identifiers—Navajos, *New Mexico (McKinley County), *New Mexico Developmental Education Project

Began in the summer of 1953, the New Mexico Developmental Education Project was to: study the social and emotional development of American Indian children in public schools; discover their interests, needs, and abilities using exploratory media; develop a language arts program that would be functional for all children; develop learning experiences that would stimulate critical thinking; explore effective inservice training to aid teachers of children with different language background; determine effective materials that would expedite the learning process; and determine what teacher qualities were desirable for teachers of children with different backgrounds. Conducted in McKinley County, the program involved six small rural schools its first two years and a large new consolidated school its third year. Classrooms were composed of children from Indian, Spanish, and Anglo backgrounds. Teachers learned about their students through achievement, mental maturity, and personality standardized tests, interest inventories, sociometric devices, pupil reactionaries, diaries, open questions, case studies, home visits, informal interviews, and observations. As the program developed, it was shown that Indian children could make rapid progress in the public schools with technical assistance, adequate instructional materials, and trained teachers who had been provided with the necessary resources and an understanding of the child's background. (NQ)

ED 129 476 RC 004 023
[Report of the National Indian Education Conference (1st, Minneapolis, Minnesota, November 20-21, 1969).]

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.
Pub Date 17 Dec 69
Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agency Role, *American Indians, Books, *Committees, Community Control, *Conference Reports, Correctional Education, Cultural Background, Curriculum Development, Dropouts, *Educational Objectives, Higher Education, Instructional Materials, Leadership, Parent Participation, *Program Evaluation, Teachers, Values, Vocational Education, *Workshops

Identifiers—BIA, Bureau of Indian Affairs, *National Indian Education Conference (1st)

Included in this packet sent to participants of the First National (American) Indian Education Conference (held in Minneapolis, Minnesota, November 20-21, 1969) are: summaries; statements; points of interest; recommendations or resolutions given to the Planning Committee by each workshop chairman; and an evaluation form. Each workshop report is presented separately under the headings of "Objectives of the Participants" and/or "Recommendations". Reports are presented for the following workshops: (1) Community Control/Parent Participation; (2) Special Programs; (3) School Administration; (4) Leadership Calling for Indian Educators; (5) College Students: Indian Students Today, Indian Leaders Tomorrow; (6) Book Evaluation; (6) Public Schools for Indian Youth: Passport to Prosperity or Destiny for a Drop-out; (7) Speak-Out: Forum for Expression of Ideas by Indian People; (8) Bureau of Indian Affairs (BIA); BIA Schools, Problems, and Solutions; (9) Vocational Education: The Choice is There; (10) Indian Teachers for Indian Children; (11) Indian Education in Correctional Institutions; (12) Curriculum: Does American Indian Heritage Hold Its Proper Place within the Schools?; (13) A New Approach to Indian Education: Project Red Lake Seven; (14) University and Indian Education; (15) Indian Values: Where in Indian Education. (JC)

ED 129 477 RC 009 400
Sinclair, Peter R.
Production Systems and Rural Development in Canada.

Pub Date Aug 76
Note—22p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Production, Capitalism, Change Strategies, *Economic Change, Economics, Government Role, Industrialization, Productivity, *Rural Development, *Rural Economics, Rural Farm Residents, *Social Structure, Social Systems

Identifiers—*Canada

The paper examines the social structure of Canada's agricultural production. It argues that "the official development strategy is typical of state involvement in maturing capitalist economies and that, in so far as these policies are successful, they bring to an end small scale production of primary products by absorbing rural people into an industrial capitalist society". In 1961, the Federal government initiated an agricultural rehabilitation and development programme. Later the legislation was expanded to include the whole question of regional development. A detailed breakdown of farms by economic class in 1971 indicated that the petit bourgeoisie, although still dominant in numbers, was economically dominated by a small group of large capitalist enterprises, although there was much variation by region and type of product. This relative weakness of the petit bourgeois system of production resulted in rural poverty and regional depopulation. Large scale, technically sophisticated industry, located in the major urban markets, had made small manufacturing uncompetitive, even in its local markets. In order to provide for their families, many of the poorest farmers migrated to more rewarding urban employment. In so far as they are successful, the government policies on rural and regional development in Canada have actually sped up this process. (NQ)

ED 129 478 RC 009 430
Kirkland, Mary And Others

Title IV Program Evaluation, Albuquerque Public School System, Albuquerque, New Mexico, May 1974 and May 1976. Research and Evaluation Report Series No. 48.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No.—RER-48

Pub Date May 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, Educational Assessment, Elementary Secondary Education, *Federal Programs, *Needs Assessment, *Nonreservation American Indians, *Parent Attitudes, Parent Participation, Program Attitudes, Program Evaluation, Public Schools, *Questionnaires

Identifiers—*Albuquerque Public School System, BIA, Bureau of Indian Affairs, *Indian Education Act Title IV, New Mexico (Albuquerque)

During May of 1974 and of 1976, needs assessment questionnaires were distributed to American Indian parents to determine their perception of the Title IV Program and its effectiveness. In 1974, 50 parents responded to the questionnaire. In 1976, 37 parents responded to the questionnaire which had been revised. Both years, several of the returned questionnaires were not complete. Therefore, it was assumed that the respondent either did not know the answer or felt unsure and left the answer block unanswered. Among the 1974 findings were: 35 to 38% felt much improvement had come about for their children because of the Program, 35% failed to respond to this item; 58% claimed the Program enabled them to become more involved in the school affairs that affected their children and 40% felt the Program had a significant effect in the educational programs with the Albuquerque Public School System. Some of the 1976 findings were: parents felt the schools were doing somewhere above "little" and should be doing better than "much" to satisfy the Indian student's needs; language arts was ranked the most important subject, followed by counseling and math; and parents felt a greater emphasis should be placed on math programs. This report gives the questionnaires and the responses to each question. (NQ)

ED 129 479 RC 009 431
Hall, Robert

Special Education Efforts for American Indian and Alaskan Native Children by the Bureau of Indian Affairs. Research and Evaluation Report Series No. 47.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-47

Pub Date Jun 76

Note—19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (54th, April 7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alaska Natives, *American Indians, Budgets, Delivery Systems, *Educational Finance, Exceptional Child Education, *Finance Reform, Financial Problems, Inservice Teacher Education, Needs Assessment, Pilot Projects, *Special Education

Identifiers—BIA Schools, *Bureau of Indian Affairs Schools

Studies conducted by the University of Tulsa, Arizona State University, Utah State University, and the Indian Health Service have indicated a high incidence of handicapping conditions among the Bureau of Indian Affairs (BIA) student population. Of the approximately 50,000 students in the nearly 200 BIA schools, some 19,000 have been estimated to need special education services. Of these, about 4,000 are currently receiving some type of special education service. Although considerable special education activity has taken place in BIA schools over the past nine years, some 95% of the special education programs in the BIA have been operated with flow-through funds from the U.S. Office of Education. Some of these programs are Project COPE, Project PISCES, Project ASSET, Project IN-SLIP, Project MESA, and Project MASTER. Each year since 1972, the Office of Indian Education Programs has sought line item funding for special education in BIA schools, but has not been able to obtain it. Neither are there BIA regulations concerning the education of the handicapped.

The two outstanding present needs concerning full special education services in the BIA are: budget line item for initiating and maintaining special education programs and services in BIA operated schools, and mandatory legislation with respect to the education of exception. Indian children. (Author/NQ)

ED 129 480 RC 009 432
Survey of Potential Eligible Indian Students Throughout the United States. Research and Evaluation Report Series No. 49.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-49

Pub Date Feb 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alaska Natives, Enrollment Projections, *Federal Programs, *Nonreservation American Indians, Preschool Children, *Public Schools, Qualifications, *Reservations (Indian), School Surveys, *Student Enrollment, Tables (Data)

Identifiers—BIA Schools, Bureau of Indian Affairs Schools, *Johnson O'Malley Act, JOM

At the survey's inception, P.L. 93-638 which amended the 1936 Johnson-O'Malley Act (JOM) had been passed. However, the new regulations had not been issued. The proposed regulations eliminated the factor of Indian tax-exempt land as a prerequisite in determining eligibility for participation under the JOM program. As the potentially eligible were now eligible (under new BIA regulations), the survey defined these two groups as: reservation based—longtime eligible JOM children and non-reservation based—additional eligible JOM children (under a low priority) based on BIA regulations. Data were obtained from census data and the 1975 surveys of Indian students in public schools completed by all states for various ethnic purposes. This report presents a brief discussion of the basic eligibility criteria for enumerating eligible Indian children; a review of laws, regulations, policies, and the intent of Congress regarding assistance to Indian children in public, private, and parochial schools; and tabular data. Tabular data summarizes the: reservation based and non-reservation based Indian children in the 24 states where Indian lands are held in trust by the U.S. government; total number of eligible and potentially eligible Indian children in all states; and number of now eligible non-reservation based Indian children in states without Indian trust lands. Brief comments on each state situation follow the statistical summaries. (NQ)

ED 129 481 RC 009 433
Carpenter, Edwin H.

Residential Preferences and Population Dispersal in Light of Proximity, Economics and Migratory Potential.

Pub Date 76

Note—50p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Community Size, Distance, *Economic Factors, Futures (of Society), Heads of Households, Income, Migration Patterns, Policy Formation, *Population Distribution, Rural Urban Differences, *State Surveys, Urban Areas, *Urban to Rural Migration

Identifiers—*Arizona, Proximity, *Residential Preferences

In an effort to provide conceptual meaning to the role of residential preferences and their influence upon migration behavior in the context of a changing society, data derived from a 1973 statewide survey of Arizona heads of households (a random sample of 1,416 people) were analyzed in terms of: (1) residential preference and spatial proximity to a large city; (2) potential loss of income and a move to a small place; (3) the number of potential migrants to rural areas; and (4) the prospects for population dispersal. Findings indicated: the majority of the respondents preferred places of less than 50,000 in population, but that when conditionals were introduced, preferences for smaller places diminished greatly; the vast majority were satisfied with their present communities and had little or no desire to migrate even though they preferred smaller places; 14% of the respondents were potential migrants; 7% of the respondents were potential migrants from areas larger than 50,000 to smaller areas; the number of people in

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terested in smaller areas decreased as distance from urban area increased and decreased further when the economic conditional of a 10% loss of family income was added; when controlling for potential migrants and nonmigrants, the percentage was further reduced; population dispersal would not take place without the aid of a national policy equalizing social and economic amenities. (JC)

ED 129 482 RC 009 434

Morkeberg, Henrik
Working Conditions of Women Married to Self-employed Farmers.

Pub Date Aug 76
Note—15p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care, Employment Patterns, Farmers, Females, *Foreign Countries, *Housewives, Labor Conditions, Labor Force Nonparticipants, Marital Status, *National Surveys, Rural Development, *Rural Farm Residents, Sex Role, Socioeconomic Influences, Vocational Education, *Working Women
Identifiers—*Denmark, World Congress of Rural Sociology (4th)

Since the 1960s the number of Danish wives going out to work has increased. In 1975, a national survey was conducted to elucidate farmers' wives' work performance in their homes and on and outside the farm. Only women under the age of 60 who were married to self-employed farmers with holdings of more than 5 hectares (1 hectare = 2.47 acres) were interviewed. Based on interviews with 320 women, these wives were divided into 4 groups: those who attended to the housework and had no other employment—wives not going out to work; those who assisted their husbands but had no other employment—assisting wives; those who had work outside the home and did not assist with farm work—working wives; and those who assisted with farm work and also had work outside the farm—assisting and going out to work. Some findings were: 26% were gainfully employed outside the farm, 72% normally assisted on the farm, and 16% had no employment besides their housework; women who went out to work were frequently found among the younger ones who had received vocational training; assisting wives were mainly found on the medium-sized holdings, ranging in size from 10 to 29 hectares; in most cases, employment outside the farm had given the farmer's wife a double workload; and assisting and going out to work wives were not relieved of domestic chores to a larger extent than the other wives. (NQ)

ED 129 483 RC 009 435

Repassy, Helga
Characteristic Features of Female Employment in the Rural Areas of Hungary.

Pub Date Aug 76
Note—15p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Agriculture, Economic Factors, Educational Background, Employment Opportunities, Employment Potential, *Females, *Human Capital, Industry, *Labor Force, Labor Market, *Manpower Needs, *Rural Areas, Rural Development, Sex Role, Social Factors, *Working Women
Identifiers—*Hungary, World Congress of Rural Sociology (4th)

The study examined the inferences and differences in living conditions and female employment in villages; identified the correlations of the characteristics of female employment; and determined the possible and necessary degree of women manpower's involvement into work. Using the 1970 population census, data were obtained on the: age distribution of women, rate of economically active women in the women population, distribution of active women in the branches of national economy, qualifications and education, number of children, and supply of kindergarten and nursery. Settlements were clustered on the basis of: number of inhabitants, economic and functional types, and activity level of women. Correlation and multiple correlation analyses were used to clarify the ramifying interactions. Among the findings were: the highest rate of

women activity level was found in the counties of Pest, Bacs-Kiskun, and Zala; the most important obstacles of involving women living in villages into employment besides agriculture were the very low educational level and specialization, the lack of suitable working opportunities in industry or in tertiary sectors, and the number of children, which was higher than in towns; and heavy industry did not ensure good opportunities for women employment, but attracted the industrial branches, where women might be employed. (NQ)

ED 129 484 RC 009 436

Damrosz, Jerzy
An Attempted Denomination of the Axiological Characteristics of the Theory of Rural Social Development in the society of the Future (Outline of the Subject Matter).

Pub Date Aug 76
Note—18p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, Community Development, Cultural Background, Foreign Countries, *Futures (of Society), Industrialization, *Interdisciplinary Approach, Research Methodology, *Research Problems, *Rural Development, *Scientific Methodology, *Social Exchange Theory, Socioeconomic Influences
Identifiers—Poland, World Congress of Rural Sociology (4th)

The tempo of social change is ever more rapid and the rate of technico-economic change is still more rapid. But the transformation of man's psychosomatic system takes place much more slowly. Therefore, the theoretical premises of the development of the rural areas and of the local community should be considered on that background. The pressure of new phenomena in the sphere of the theory of needs and the maturing of new problems demanding solutions both on the scale of the local community and of the society as a whole, requires new theoretical methodological as well as programmatic and sociotechnical solutions. There is no universal theory able to generalize the law of social development by abstracting from the current accumulated stock of knowledge, way of thinking, and the range of ignorance. It is thus periodically necessary to verify the theoretical formulations, disclose doubts, and work out new theoretical ideas and modes of action. This applies to situations when the procedure of cognition of the social reality is improved and when an attempt is made to transform that reality. This paper discusses the determination of the content of the principal theoretical premises; the village as a scientific problem and social value of interdisciplinary research; the village and the humanist accounting; and the role of the village in the planning society and models of the future civilization. (Author/NQ)

ED 129 485 RC 009 437

Miller, Dorothy L. Garcia, Anthony
Mental Health Issues Among Urban Indians: The Myth of the Savage-Child.

Pub Date 9 May 74
Note—13p.; Paper presented at the Annual Meeting of the American Physiological Association Conference (Detroit, Michigan, May 9, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, *Adjustment (to Environment), *American Indians, Cultural Images, Cultural Traits, *Culture Conflict, Emotional Adjustment, Ethnic Stereotypes, Family (Sociological Unit), *Mental Health, *Role Perception, Social Adjustment, *Urban Areas, Values

Non American Indians categorize many urban Indians by their behavioral and emotional modes of adaptation to their social situations. Three images of Indians have developed: the savage, the child, and the noble of the forest (the stoic Indian). The images of the savage and the child come into play when the Indian encounters the dominant society since he does not share the values of the dominant society, i.e., individualism, competition, materialism, and goal orientation. Indian people are a "tribal people, living closely, without much individual privacy, within large extended families. All Indian adults assume some aspect of the parental role with all children. They have developed a sensitivity which enables them to feel empathy for another person. This leads to close

psychological ties between group members. However, when Indians are moved into an urban area, they are confronted with situations that make such qualities of sharing and caring dangerous. The tribal supports are gone. He is separated from his peers, family ties, and psychic support. All emotional support must become individualized. Yet, Indian people are generally psychologically sturdy and have a low rate of psychosis of any kind. (NQ)

ED 129 486 95 RC 009 438

Croft, Don B.
Predictors of Success in College for Low Prior Educational Attainment Multicultural Students. New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date 76

Grant—OEG-0-74-1712

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Enrichment, American Indians, Anglo Americans, *College Students, Comparative Analysis, *Educational Opportunities, Education Majors, Females, Higher Education, *Low Achievers, Males, Negroes, Personal Interests, Questionnaires, Spanish Americans, Student Attitudes, Student Characteristics, *Success Factors, Vocational Education

Identifiers—*College Opportunity Program for Enrichment, COPE, New Mexico State University

The study identified variables contributing to success in college for low prior educational attainment students from differing cultural backgrounds; described the nature and operation of COPE (College Opportunity Program for Enrichment); described the background characteristics of the COPE students; compared the COPE students' attitudes toward education and careers with those of other students with similar background characteristics; and examined the predictors of college success for three groups of students—COPE, education, and vocational education students. The sample included 256 COPE, 169 education, and 143 vocational education students. Current college grade point average was used to measure college performance. Two self-report instruments were administered to the students: Holland's "Self-directed Search" (SDS) measured their career interests and "Career Education Description Questionnaire" (CEDQ), developed specifically for this study, measured their attitudes toward education, background characteristics, and career interests. Findings included: current attitudes toward education and careers were an important contributor to college success; and COPE students were creative and inventive students. Appendices include a review of literature dealing with vocational interests, success in college, and Spanish-speaking cultural values; and discussions of CEDQ's development, the SDS Hexagonal Model as used with COPE students, and the students' reactions to the SDS Booklet. (NQ)

ED 129 487 RC 009 439

Bureau of Indian Affairs Student Enrollment System Design Plan. Research and Evaluation Report Series No. 33.00.

General Services Administration, Region 7, Ft. Worth, Tex.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Report No.—RER-33.00

Pub Date Feb 75

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, *Computer Oriented Programs, *Data Processing, Flow Charts, *Information Systems, Input Output, *Program Design, Records (Forms), *Student Enrollment, Student Records, Systems Development

Identifiers—BIA, *Bureau of Indian Affairs

The Student Enrollment System (SES) is an attempt to build a basic computerized system for collecting, storing, and reporting authorized data on all students attending Bureau of Indian Affairs (BIA) schools. This authorized data would include: the student's personal attributes—name, sex, address; current school information—school code, grade, enrollment type, enrollment data,

bus route, etc.; termination information-transaction date and code; prior school information-school code; birth information-date, verification, and location; relationships; tribal information-home agency, primary and secondary tribal affiliations and degree of Indian blood; and additional identification codes-family and enrollment/census numbers. SES system application programs will be written in the COBOL programming language. In order to ensure file security, all disk/tape files necessary to maintain the system will be located at the U.S. Geological Survey - Computer Center Division in Washington, D.C. Primary objective of this plan is to provide the BIA with general time, cost, and resource information needed to design, implement, operate, and evaluate the SES system. This design plan covers the input/output documentation, general program logic, edit criteria, general system functional flow, file descriptions, and implementation plan. (NQ)

ED 129 488 RC 009 440

Panitz, Emanuel

American Indians and Minnesota's Private Colleges. An Evaluation of the Minnesota Private College Research Foundation's Indian Education Project, 1971-72 - 1974-75.

Minnesota Private Coll. Research Foundation, St. Paul.

Pub Date May 76

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, College Students, Educational Finance, *Educational Opportunities, *Financial Support, Foundation Programs, *Higher Education, *Private Colleges, Program Budgeting, Program Evaluation, School Community Relationship, Student Enrollment, Student Recruitment, Summative Evaluation

Identifiers—*Minnesota, *Project Indian Education

The Minnesota Private College Research Foundation - Indian Education Project (MPCRF-IEP) provided additional financial support for programs that were unique, developmental, and Indian in their approach to expansion of higher educational opportunities for Native American students. Funding allocated by the Project was made on a dollar for dollar matching basis with the recipient colleges. Of the 10 participating private colleges, some provided all or part of their matching dollars through other external grant funds; others used institutional funds. MPCRF-IEP's overall accomplishments and contributions toward developing educational opportunities for Native Americans within Minnesota's private college sector were assessed. The evaluation design was the "Stake Evaluation Model" which builds upon three premises—antecedents (conditions existing prior to the Project), transactions (conditions brought about by the Project), and outcomes, both intended and unintended. Data were also obtained by on-site visits to seven of the colleges and from project records and data. MPCRF-IEP accomplished most of its intended goals. (NQ)

ED 129 489 RC 009 441

Special Activities for Very Special Children.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 5 Jun 72

Note—55p.; Booklet developed by the Bureau of Indian Affairs special education teachers at a workshop (National Indian Training and Research Center, Tempe, Arizona, June 5-8 1972)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Activity Units, *American Indians, Arithmetic, Auditory Discrimination, Creative Activities, Dramatic Play, Elementary Education, Eye Hand Coordination, *Learning Activities, Memory, Motor Development, Perceptual Development, Psychomotor Skills, Reading Development, Self Concept, *Special Education, *Teacher Developed Materials, Teaching Guides, Vocabulary Development, Word Recognition

Developed by 41 Bureau of Indian Affairs special education teachers, this booklet presents 25 teaching activities which they found very helpful in their classrooms. The purpose, materials needed, and procedures are given for each activity. The activities cover the alphabet letters, letter recognition, vocabulary development, sentence

structure, paragraph structure, reading, following directions, eye-hand coordination, spelling, initiation of oral discussion, story beginnings, creative writing and productive thinking, visual memory and perception, identification of words and sounds, auditory discrimination, phrase reading, development of memory and recall, sequencing, likenesses and differences of objects, development of self-confidence through fun and dramatization, animal categories, time sharing, number recognition, and basic addition and subtraction facts. Eighty-three activities to use with the balance beam are given. These activities are to help the child develop laterality, directionality, and dynamic balance. The booklet also includes directions for making crayon or pencil holders, mini-carrels for student privacy, and eight rhymes for rope skipping. (NQ)

ED 129 490 RC 009 442

Urgacz, Barbara

Social Activity of Rural Local Community as a Sociological Phenomenon.

Pub Date Aug 76

Note—8p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Change Agents, *Cultural Context, Expectation, Foreign Countries, Human Resources, Leadership, *Rural Development, *Social Action, *Social Change, Social Influences, Socioeconomic Status, Typology, Values

Identifiers—*Poland, Quality of Life, *World Congress of Rural Sociology (4th)

In view of the 1973 changes brought about by the State's attempt to bring its authority closer to society and create new arrangements to satisfy rural needs, Poland's rural communities were analyzed in terms of a typology of social action. Defined as action and the desire to act resulting from membership in the local community, social action was identified via essential types derived from the need for: life necessities; emotional ties; and social affirmation. In Polish rural areas, there was evidence of an evolutionary trend indicating changing cultural values; wherein, man was being understood in terms of an intellectual rather than an emotional personality; the direct aspect of folk culture was being replaced by more indirect influences; Polish rural areas were entering the development stage of "shaping up life quality"; individual social activity was being influenced by social status; social activity was being influenced by both the physical and attitudinal aspects of the current modernization process. Operative at the awareness, acceptance, and cultural objectivation levels, innovative social action was performing the function of social control via selectivity, a phenomenon making social action leaders vital to the total rural-cultural picture and making human personality, as manifest in social activity, the most essential aspect of the principle of social action as a means to cultural change. (JC)

ED 129 491 RC 009 443

Korel, Liudmila Vasilyevna

Toward the Relationship Between Potential and Actual Rural-Urban Migration.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—23p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Attitudes, Decision Making, Economic Factors, Foreign Countries, Hypothesis Testing, Life Style, Migration Patterns, *Motivation, *Predictive Measurement, *Rural Population, *Rural to Urban Migration

Identifiers—*USSR (Novosibirsk), *World Congress of Rural Sociology (4th)

Utilizing data derived from two surveys (1967 and 1970) of the rural population of Novosibirsk province in the USSR, the migration plans and orientations of rural dwellers were compared with actual migration behavior to test the hypothesis that it is possible to predict migration patterns via orientation data. Three types of migration orientations were identified (highly immobile, indifferent, and highly motivated). The data were analyzed in terms of: reappraisals; personal and domestic motives; difficulties; advocated favora-

ble rural conditions; occupational factors; financial considerations; unfavorable urban conditions; etc. Results indicated: potential migration could be used to predict actual rural to urban migration, since 64% of the sample were persons who had been, were, or would become rural to urban migrants; the decision to migrate sometimes disappeared altogether due to certain objective and subjective factors; actual, though not always recognized, attachment to the rural way of life was a strong factor influencing migration decisions (34% gave up their intentions to migrate); 41% of the most likely migrants had migrated; 92.2% of the migrants were satisfied with their new life; and 87.8% of the migrants did not want to return to rural places. (JC)

ED 129 492 RC 009 444

Kalmyk, Valentina Abramovna

Changes in Employment Conditions and Structure Caused by Urbanization of the Countryside.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—21p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Community Surveys, Developed Nations, Employment Level, *Employment Patterns, *Foreign Countries, Human Capital, Industrialization, *Labor Conditions, Manpower Needs, Occupational Surveys, *Rural Areas, Rural Economics, *Socioeconomic Influences, *Urbanization, Work Attitudes

Identifiers—*Siberia, USSR, World Congress of Rural Sociology (4th)

The socioeconomic consequences of urbanization in rural areas were investigated. Data were taken from 2 sampling sociological-statistical surveys of 157 rural communities of the Novosibirsk province in West Siberia (USSR). A two-dimensional typology of centrality and social-branch structure of production was used. By using the centrality factor which was derived from 17 inter-connected variables representing the community's administrative significance, its place in intrafarm settlement pattern, and level of development of key services, the communities were classified as backward hinterland, advanced hinterland, and centres. Communities were also grouped into agrarian-kolkhoz, agrarian-sovkhoz, and suburban-industrial according to: enterprise type (collective or state farm or nonfarm), the proportion of farm and of industrially employed, average family income from private economy, and the proportion of families residing in enterprise-owned houses. To describe the various employment situations in the public sector of communities with different urbanization levels, the branch structure of jobs and skill hierarchy of workers were examined. Findings included: in more urbanized rural areas job opportunities were wider and employment structure more advanced; at the same time, the dynamic character of socialist production in general and of farming in particular led, under certain circumstances, to shortages in manpower needed to produce farm products in necessary amounts. (NQ)

ED 129 493 RC 009 447

Reynolds, Diane A.

Economic Success and Ethnicity: Mexican-Americans in San Jose.

Pub Date 76

Note—25p.; Revision of a paper originally scheduled for presentation at the Annual Meeting of the American Anthropological Association (73rd, Mexico City, November 19-24, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), Biculturalism, Economic Factors, *Ethnic Status, Identification (Psychological), Intergroup Relations, *Mexican Americans, Personal Values, Self Esteem, Sociocultural Patterns, *Socioeconomic Influences, *Success Factors

Identifiers—California (San Jose)

The ethnicity patterns and adaptive strategies of 10 economically successful Mexican Americans were studied over a 1-year period in San Jose, California. Employed by a federally-funded community development project, the 10 held positions from secretary to chief program administrator, with salaries ranging from \$6,000 to

\$20,000 per year. A formal 4-hour interview was conducted with each informant to obtain data on family background, economic and occupational success and satisfaction, and ethnicity. Life histories were also collected from each individual. Degree of economic success was determined by combining various measures—level of occupational skills, present salary, present status within the organization, degree of job stability within the last year, degree of expressed job satisfaction, and degree of economic independence. Ethnicity was determined by their social networks and primary relationships, recreational and food preferences, most admired role models, religious affiliation, facility in Spanish, attitudes about Mexican and Anglo cultures, dress style, self-identification and expressed values, and display of ethnically-oriented political buttons. Findings suggested that economic factors influenced the manner in which identity was expressed, but did not bear a simple, direct correlation with the strength of an individual's ethnic identity. (NQ)

ED 129 494 RC 009 448

Brown, David W. Cooper, Samuel T.

Rural People in Skilled Industrial Work: Experience of Graduates of a Manpower Training Program in Appalachia. Tennessee Agricultural Experiment Station 560, May 1976.

Tennessee Univ., Knoxville. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TN-AES-Bull-560

Pub Date May 1976

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adjustment (to Environment), Adjustment Problems, Comparative Analysis, Educational Background, Employment Experience, Followup Studies, *Graduate Surveys, Participant Characteristics, Relocation, *Rural Population, *Rural Urban Differences, Socioeconomic Influences, *Trade and Industrial Education, Vocational Adjustment, *Wages

Identifiers—*Appalachia

Using data from a follow-up survey of 472 graduates of the Oak Ridge Training and Technology (TAT) Program, this 1972 study compared the post-training job experiences and earnings of rural and urban graduates; ascertained how the graduates' post-training wage rates were related to such characteristics as educational background, prior work experience, and job mobility; and compared the problems encountered by the rural and urban graduates in adjusting to industrial work settings and new locations. Descriptive profiles of both groups provided a basis for general comparison of their background characteristics, post-training work histories, earnings, and adjustment problems. Multiple regression was used to standardize the basis for comparing the groups' wages, and to estimate the relationships between wages and several personal characteristics. Independent variables were: rural/urban origin, sex, race, marital status, age, education, employment status just prior to TAT training, training specialty, extent that the job held was related to training, year of TAT training, and number of jobs held since TAT training. Findings included: the average wage per hour was \$3.49 for the rural graduates and \$3.29 for the urban; relocation, either to take better jobs or to be nearer their jobs, was more common among the rural graduates; and job terminations or layoffs were less frequent among the rural graduates. (NQ)

ED 129 495 56 RC 009 449

Vicenti, Arnold And Others

Naakeyah Ji Noshchi i (Trees on Our Reservation). A Bilingual Reader.

Dulce Independent School District, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—22p.; In Apache and English. Not available in hard copy due to use of colored paper in original document. Related documents include RC 009 450-453

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indian Languages, *Apache, Athapascan Languages, *Bilingual Education, *Childrens Literature, Cultural Awareness, Elementary Education, *English

(Second Language), Illustrations, Instructional Materials, Language Enrichment, *Reading Materials, Trees

Identifiers—*Jicarilla Apaches

Written in Apache and English, this illustrated bilingual reader contains brief descriptions of 10 trees found on the Jicarilla reservation. Each description tells where the tree is found on the reservation and what the Jicarillas use it for. Trees described are the: cottonwood (t'oos), oak (choshch'il'i), juniper (gah), aspen (it'aa), pinon (izeelchin), Douglas fir (jo'ol), alder (k'ish), cedar (kaldee), pine (noshchi), and spruce (noshzhaa). The reader is for use with elementary school students. (NQ)

ED 129 496 56 RC 009 450

Pono, Filomena P. And Others

Spanish Words in the Jicarilla Language.

Dulce Independent School District, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—17p.; Related documents include RC 009 449-453

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indian Languages, *Apache, Athapascan Languages, Bilingual Education, Cultural Awareness, English, Languages, Language Variation, *Spanish, *Transformations (Language), Vocabulary, *Vocabulary Development, *Word Lists

Identifiers—*Jicarilla Apaches

As contact with the American Indian people increased, Indian words, expressions, and terms filtered into the English language. On the other hand, the Indians also borrowed words from those people who came to the New World. The Jicarillas, because of their early contact with the Spanish culture and civilization, tended to borrow more words from the Spanish language rather than from the English. At a later time, however, when they had closer contact with Americans, they also borrowed words from their language, although on a limited basis. Most of the borrowed words have sounds which are Jicarilla. Therefore, some words can hardly be distinguished as Spanish or English. This booklet lists 120 words in Jicarilla which are of Spanish or English origin or show some aspects of their influence. The words cover those aspects of life and fields of activity where the borrowed words seemed likely to originate, i.e., food and drink, plants and animals, social life, clothing, education, and other miscellaneous areas. (Author/NQ)

ED 129 497 56 RC 009 451

Pono, Filomena P. And Others

Keesda (A Coming-Out Feast).

Dulce Independent School District, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—51p.; Related documents include RC 009 449-453

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indian Culture, Cultural Awareness, Cultural Background, *Cultural Events, Family Role, *Females, Human Development, *Maturation, Reservations (Indian), *Sex Role

Identifiers—*Jicarilla Apaches

The Jicarilla Apache people celebrate a young girl's coming of age by having a feast called "Keesda". Derived from the Spanish word "fiesta", "Keesda" is a Jicarilla Apache word meaning "feast". This feast is held for four days, usually during the summer months. However, it may be held at any time during the year when ever a young girl comes of age. When this happens, a quiet ceremony is held and the celebration and feast are held the following summer. The ceremony for the feast follows strict Jicarilla customs since the people believe that the girl's future happiness and well-being depend on following the details exactly. Keesda is a busy but happy occasion for the family who is celebrating it. Relatives and friends join in the celebration, festivities, and preparations for the feast. A young brave is chosen by the girl's father to dance with his daughter in the teepee. The girl's family, with the help of the brave's family, prepare all the necessary details of the feast. This illustrated booklet describes the activities held during the 4-day feast and gives a young brave's account of his role during the ceremony. (Author/NQ)

ED 129 498 56 RC 009 452

Pono, Filomena P. Comp.

Biographical Sketches from Interviews Conducted by Lourdes Ruiz, Teacher, Dulce Elementary School.

Dulce Independent School District, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—49p.; Related documents include RC 009 449-453. Not available in hard copy due to use of colored paper and ink in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Art Activities, *Biographies, *Community Leaders, Cultural Awareness, Interviews, Learning Activities, *Role Models, *Spanish Americans, Vocabulary Development

Identifiers—*Jicarilla Apaches, *New Mexico (Dulce)

Eight biographical sketches of some Jicarilla Apache and Spanish American people who live and work in Dulce, New Mexico are given. These sketches contain brief descriptions of the lives of Jose Gabriel Abeyta, Cevero Caramillo, Chon LaBrier, Espeddie Garcia Ruiz, Raleigh Tafuya, Norman Tecube, Hubert Velarde, and Henry "Buster" L. Vicenti. At the conclusion of each article is a list of follow-up activities, i.e., questions for discussion, vocabulary development, and questions for further interviews with the person. In addition, various oral, written, and art activities are suggested. (NQ)

ED 129 499 56 RC 009 453

Pesata, Levi And Others

Go-Gil-Ya [A Jicarilla Apache Religious Celebration].

Dulce Independent School District, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—24p.; Related documents include RC 009 449-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indian Culture, Cultural Activities, Cultural Awareness, *Cultural Background, *Cultural Events, *Religion, Secondary Education, Social Studies, Vocabulary Development

Identifiers—*Jicarilla Apaches

Developed by utilizing only Jicarilla Apache people as resources to preserve the authenticity of the material and information, this booklet presents information on the Jicarilla Apache celebration of "Go-gil-ya". "Go-gil-ya" is a religious feast and ceremony held annually over a three-day period which climaxes on the fifteenth day of September. The material presented excludes the more deeply detailed information because of its religious significance to the Jicarilla people. Written for the high school teacher and student, this booklet includes a vocabulary list, comprehension questions, and suggested activities which will be helpful to both the teacher and student. (NQ)

ED 129 500 RC 009 454

Altman, S. Morton

The Impact of Family Leisure Time Patterns on Jewish Resident Camping.

National Jewish Welfare Board, New York, N.Y.

Pub Date Apr 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Birth Rate, Church Programs, Community Surveys, Day Camp Programs, *Family Involvement, Family Mobility, *Jews, *Leisure Time, Outdoor Education, *Parent Attitudes, Questionnaires, Recreational Activities, Religious Factors, *Resident Camp Programs, Socioeconomic Influences, *Summer Programs

Based on their geographical location and the relative size of their camp operation, 20 resident camps were asked to conduct 30 telephone interviews in their local community with parents of children who: still attended the camp, had previously attended the camp but did not return for the summer of 1973, or had never attended the camp. Responses were received from 16 camps and interviews were completed with 275 families. These parents were asked about their: reasons for sending or not sending their children to resident camp; preferences for a day camp or a resident camp; family leisure time and vacation patterns;

summer activities; membership in synagogues, temples, and Jewish communal organizations; and socioeconomic background. Data were also obtained on family mobility and birth rate of the Jewish population. Some findings were: no significant relationship was found between a family's use of resident camp services and the extent to which they vacationed together; families with children attending resident camps in 1973 most frequently cited personal and social development of the child as the most important reasons for selecting this type of camp experience; and children were attending resident camps for shorter registration periods than children attending day camps. (NQ)

ED 129 501 RC 009 455

Younans, E. Grant
Attitudes: Metro and Nonmetro.
Pub Date Aug 75

Note—21p; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Adults, Age Differences, *Attitudes, Caucasians, Community, *Comparative Analysis, Family Relationship, Hypothesis Testing, Income, Marital Status, Mental Health, *Morale, Physical Health, *Rural Urban Differences, Self Concept, Sex Differences, *Socioeconomic Status, Values

Identifiers—*Appalachia, Kentucky, *Quality of Life

Hypothesizing that a person's views, perceptions, and reactions will vary according to the kind of community in which he lives and that the differences will be influenced by his status position in the community, data were obtained via personal interviews with 803 men and women aged 20 and over living in a rural county in Southern Appalachia and a metropolitan center outside the Region. Each individual was asked to respond to 72 statements constituting 24 attitude scales relative to: economic well-being; self-image; morale; community life; family relationships; and general outlook. Divided into 4 age groups (20-29, 30-44, 45-59, and 60 and over), the respondents constituted a relatively homogeneous group, being predominantly Protestant, married, and white. The median years of formal education and the annual incomes reported were substantially higher in the urban center. Major results were: metro persons scored more favorably than nonmetro respondents on the attitude scale by a ratio of 2.5 to 1; but when controls were introduced for marital status, sex, health condition, age, and level of formal education, this ratio was modified; the greatest disparities in metro and nonmetro attitudes occurred in subjective economic deprivation and self-image, suggesting a pronounced need in the nonmetro county for interventions by action agencies with economic and mental health programs. (JC)

ED 129 502 RC 009 456

Christiansen, John R. Blake, Reed H.
Socioeconomic Status and Altruistic Behavior Among Residents of Western Colorado.
Pub Date 24 Aug 75

Note—23p; Paper presented at the Annual Meetings of the Rural Sociological Society (San Francisco, California, August 24, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Age, *Altruism, *Correlation, Hypothesis Testing, *Occupations, Rural Areas, *Socioeconomic Status, Values

Identifiers—*Colorado (West)

Testing the hypothesis that socioeconomic status (SES) is related to altruistic behavior, 466 respondents derived from 4,799 households in rural Western Colorado (Woodland Park, Gunnison City, and Durango) were contacted to determine the degree of voluntary basement sharing that might be expected in the event of a nuclear crisis. Respondents were divided into 4 groups; wherein, groups 1 and 2 (2,117 and 1,378 respondents) were contacted via minimum and extended mail only, the interview group was contacted by interview and mail (N=241), and the control group (N=543) by mail only. A mass media program preceded the personal contacts and employed social-psychological techniques. The SES variables employed were occupation, educational attainment, and age. Results indicated: occupation, educational attainment, and

age were all significantly associated with altruistic behavior as measured by willingness to share; occupation was not related to sharing under any situation where age and education were controlled; age was related to altruism when there was a combination of high or low education and occupation; education was related to sharing with high occupation and middle age or with low occupation and other age. Study limitations were a sample including only basement owners and the possibility of nonrelated and/or limited SES variables. (JC)

ED 129 503 95 RC 009 457

John-Steiner, Vera And Others
Learning Styles Among Pueblo Children. Final Report, August 1975.
New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—HEW-NE-G-00-3-0074

Note—222p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Adults, *American Indians, Anglo Americans, Behavior Development, Bilingualism, Classroom Observation Techniques, *Cognitive Processes, *Cross Cultural Studies, Cultural Differences, Elementary Grades, Imagination, *Learning Modalities, *Learning Processes, Peer Relationship, Role Playing, School Community Relationship, Socialization, Spanish Americans, Student Behavior, Verbal Communication, Visual Learning

Identifiers—California (San Diego), Chicanos, New Mexico, *Pueblos

Observational, exploratory and verbal learning, and verbal and imaginal processes of Pueblo Indian children were compared with those of non-Indian (Anglo and Chicano) children. Both Pueblo and non-Indian adults and children were observed, interviewed, and asked to carry out various tasks. The children attended either a Tanoan or a Keresan day school, an Albuquerque public school, a summer school, or a commune school in New Mexico or a San Diego (California) elementary school. Mapping as an observational procedure, a learning experience interview, and story retelling and drawing were used to obtain data on learning processes and modes of representation. Story retelling was explored as a possible measure of bilingualism. Pueblo children were found to be self-confident and independent at an early age, they excelled in visual representation and showed a high interest in role play. Although their verbal expression in English was not as fluent as that of non-Indians, no evidence was found to support the view of the "silent" Indian child—on the contrary, in their native languages and/or in comfortable settings Pueblo children were willing and capable verbal communicators. All of these patterns were linked to the nature of Pueblo communities and the children's place in them. (Author/NQ)

ED 129 504 RC 009 458

Khan, Seemin Anwar
The Environment, Attitudes and Activities of Rural Women: A Case Study of Jhok Sayal.

Pub Date Aug 76

Note—15p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, Developing Nations, Education, Environmental Influences, Family Planning, *Females, Foreign Countries, Human Capital, *Indians, *Life Style, Marriage, *Rural Population, *Sex Role

Identifiers—*Pakistan (Jhok Sayal), World Congress of Rural Sociology (4th)

Conducted in the Punjab in Jhok Sayal, a predominantly Muslim village, this narrative study described: the environment and living conditions of women in this rural village (comprised mainly of tenants and landless labourers); the attitudes of the women toward education, marriage, family planning, and skills; and the woman's daily and annual activities. Sixty-three married women from 63 separate households were interviewed. Of these 63, none were household heads. Findings included: 87% lived in "Katcha" houses made of mud, dung, and straw; the neater, better maintained structures ("Pucca" houses) belonged to the tenants; most lived in close proximity to livestock, and without separate latrine and cook-

ing facilities; a full day was spent engaged in hard, physical labour, interspersed with childcare, housework, food preparation, and home-related skills; their physical chores were intensified during the planting, harvest, and processing seasons; they attached greater importance to the education of males; 62% wished their daughters to be married between the age of 12 and 17; preference for sons, economic security in old age, "it is God's will", and fear of birth control were given for nonacceptance of family planning; and most women disapproved of selling their skills (i.e., pickle making, straw work, clay pottery, spinning, sewing) for cash. (NQ)

ED 129 505 RC 009 459

Kocik, Lucjan
The Social Consequences of the Changing Functions of the Rural Family in Post-War Poland.

Pub Date Aug 76

Note—12p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, *Changing Attitudes, Developing Nations, Economic Factors, Family (Sociological Unit), Family Life, Foreign Countries, *Industrialization, Life Style, *Rural Family, *Social Systems, Socioeconomic Patterns, *Socioeconomic Influences, *Urbanization, Values

Identifiers—*Poland, World Congress of Rural Sociology (4th)

Conducted in four villages situated near Tarnow, a large urban and industrial centre, this study examined the process of change in the functioning of the rural family, as set against the transformation of their general living conditions brought about by the socialist industrialization and urbanization in post-war Poland. Issues studied were: family problems in country life; formation of a new value system; new cultural demands and consumption patterns in the villages; role of endogenous and exogenous elements in the urbanization process; degree of realization of the social consequences of this process; and concrete manifestations of the process of adaptation of rural Poland to the changed situation, namely, that of a socialist industrialized community. The sample included 2 successive generations of rural families: 120 procreation families (married 5 years or less) and 120 origin families (parents and in-laws of the procreation families). It was found that the process of change consisted—within the scope of a family—mainly in a decrease of the determining effect formerly exerted by the productive-economic function upon the remaining ones, i.e., the procreational, educational, securing, and integrational-expressive functions, owing to the accessibility of extra-agricultural sources of income and to the constant decline of the significance of land as a value decisive for a given family's living conditions. (NQ)

ED 129 506 RC 009 460

Leitka, Eugene Sward, Paul
Evaluation of Leadership Conference in Elementary Science Education, University of New Mexico (Albuquerque, New Mexico, Summer 1975).
Research and Evaluation Report Series No. 44.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Mar 76

Note—21p; For related document, see ED 125 824

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *American Indians, Consultants, Criteria, *Curriculum Development, Educational Objectives, *Elementary Education, Followup Studies, Formative Evaluation, Leadership Training, Models, Participant Satisfaction, *Program Evaluation, Questionnaires, *Science Instruction, Teachers, *Workshops

Identifiers—BIA, *Bureau of Indian Affairs

Evaluating a 1975 summer science workshop designed to help upgrade science teaching skills among Bureau of Indian Affairs personnel (administrators, teachers, and education specialists), this report focuses upon program effectiveness and participant utilization of the training. Specifically, this report presents: (1) project objectives (to train 20 curriculum consultants in the philosophy, methodology, and use of new curricular materials and projects available in elementary science education and to develop: an in-service model for implementation; a role model for the

science curriculum consultant; a set of program criteria and recommendations; a change model; and an evaluation model); (2) participant objectives (comparable to program objectives); (3) project activities (three programs providing interaction between participants and specialists and focusing upon costs and logistics, leadership roles, professional response, supervisory techniques, inservice experiences, and evaluation procedures); (4) a formative evaluation plan using models; (5) the follow-up assessment of the workshop (a participant questionnaire, personal testimonies, and graphic representations of program effectiveness; wherein, 59% of the 17 respondents indicated workshop training had been utilized in the classroom and in assisting other educators and the problems encountered centered upon area specific conditions, existing science programs, available materials, and administrative support). (JC)

ED 129 507 RC 009 461

A Recommended Process for the Implementation of CHOICE (Communities Have Options in Control of Education).

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *American Indians, *Community Involvement, Decision Making, *Educational Assessment, Educational Needs, *Individual Power, Program Design, *Program Development, Program Guides, Program Planning, School Community Relationship

Identifiers—BIA, Bureau of Indian Affairs, CHOICE, *Communities Have Options in Control of Education

American Indian people, the Bureau of Indian Affairs (BIA), and the nation all have a common interest in assuring a quality education for Indian children. No education program can be truly effective, however, unless it has the support and the involvement of those directly benefiting from it—the Indian students, parents, and communities. Therefore, the BIA developed the Communities Have Options in Control of Education (CHOICE) Program to insure that educational self-determination becomes a fact for Indian people. With this in mind, the BIA has attempted to develop a useful implementation process to assist Indian people in making informed choices concerning educational programs and goals. This booklet describes each element in the implementation process—presentation, development and expression of community readiness; identification of goals, objectives, and needs; translation of needs into educational possibilities; program planning and revision; program design and development; evaluation; and the status report. Each description answers four questions: who it is that performs the functions of each element; what it is that can be accomplished in each element; when each element should occur in the annual cycle; and why it is desirable that each element occur in the process. (Author/NQ)

ED 129 508 RC 009 462

CHOICE—Indian Communities Have Options in Control of Education.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Agency Role, *American Indians, Boarding Schools, *Community Involvement, Cooperative Planning, Cultural Awareness, *Educational Alternatives, Educational Development, Elementary Secondary Education, Higher Education, *Individual Power, Preschool Education, Program Development, *Public Education

Identifiers—BIA, Bureau of Indian Affairs, CHOICE, *Communities Have Options in Control of Education

Communities Have Options in Control of Education (CHOICE) has been developed as a plan of action and a means for American Indian communities to exercise their responsibilities in providing a quality education as defined locally by responsible Indian groups. CHOICE aims to provide for a legitimate Indian voice in all education programs operated by the Bureau of Indian Affairs (BIA) and to help Indian communities provide for each student a program of high quality

ty which will prepare him to make informed choices throughout his life including those instances where the schools are not operated by BIA. CHOICE ties very closely with other Bureau and Federal programs. It provides the tribe or community with options on the kind of education and the delivery system they desire. Among these are: an educational program that respects Indian cultural values; a quality education program for Indian children enrolled in public schools; boarding schools of high quality; adequate financial assistance for undergraduate and graduate college attendance; an effective education program for exceptional children—handicapped and gifted; creative learning experiences for preschool children; adult education; summer activities; education staff who are sensitive and appreciative of the needs and heritage of Indian children and youth; and alternative education programs for Indian youth who are not in school or employed. (NQ)

ED 129 509 RC 009 463

Benham, William J.

An Indian Education Resources Center.

Pub Date 4 Apr 75

Note—8p.; Paper presented at the Annual Indian Education Conference (16th, Tempe, Arizona, April 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agency Role, *American Indians, Audiovisual Centers, *Educational Development, Educational Facilities, *Education Service Centers, Research and Development Centers, *Resource Centers

An Indian Education Resources Center has been established in Albuquerque, New Mexico, to improve educational opportunities for American Indian students. Part of the Bureau of Indian Affairs' Central Office of Indian Education Program, the center was established after a thorough review of the Bureau's Central Office education operations revealed a need to locate some Washington, D.C. office services closer to the scene of action. Therefore, a Field Service Office was established in Albuquerque, and part of the Washington-based education staff located there. In August 1972 the name was changed from Field Services to the Indian Education Resources Center. The center's main goal is to serve Indian education by providing leadership or help for change, and resources for improvement and advocacy of Indian rights. It provides services to Indian students enrolled in public and Federal schools and colleges and universities. The center includes five divisions: (1) the Division of Evaluation, Research and Development; (2) the Division of Continuing Education; (3) the Division of Educational Assistance; (4) the Division of School Facilities; and (5) the Division of Educational Audio-Visual Services. This paper discusses the services provided by each division. (NQ)

ED 129 510 RC 009 464

Implementation of NAIWA (Native American Indian Women's Association) Recommendations. Bureau of Indian Affairs Report 2.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 76

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, Boarding Schools, Day Schools, *Elementary Secondary Education, *Evaluation, Program Descriptions, *Program Proposals, *Surveys, Synthesis

Identifiers—BIA, *Bureau of Indian Affairs, NAIWA, *Native American Indian Women's Association

Responses derived from 152 of 219 schools and dormitories operated by the Bureau of Indian Affairs (BIA) are presented in this assessment of the Native American Indian Women's Association recommendations considered by the Assistant Area Directors for Education to be immediately implementable. Each report is presented in terms of a code designating: the recommendation; the school(s)/dorm(s) in alphabetical order; the percentages of implementation achieved by the school(s)/dorm(s); and "status numbers", numbers corresponding to one explanatory remark made by the assessment responder for each school or dorm. A summary tabulation sheet is also presented and indicates that of the 152 schools/dorms responding (a 69% response): 20.1% had 100% implementation; 38.7% had no implementation; non-implementation reasons in-

cluded lack of harmony with present successful programs, boarding school intent vs day school reality, requirement of additional funds, etc.; full implementation was most often achieved for the recommendation that textbooks be provided in each BIA school system; 50% had 100% implementation for recommendations re: nutritional evaluation and parental contact upon the absence of students; the least implemented recommendations were those re: group homes for teenagers, use of social workers in the schools, social service workshops, special schools for special students, and additional Indian counseling staff. (JC)

ED 129 511 88 RC 009 465

Open Concept School for Indian Education. Sault Sainte Marie, Michigan, 1973.

Sault Sainte Marie Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Apr 73

Note—78p.; For related document, see ED 101 894

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affective Objectives, *American Indians, Ancillary Services, Cognitive Objectives, *Curriculum, *Elementary Education, *Guides, Language Arts, Mathematics, *Models, *Open Education, Organization, Sciences, Social Studies

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Finlayson Elementary School Sault Sainte Marie MI, *Michigan (Sault Sainte Marie)

The product of an Elementary Secondary Education Act Title III project produced by the staff and administration of the Finlayson Elementary School in Sault Ste. Marie, Michigan for American Indian students, this handbook is designed as a guide to educators engaging in open concept education. Constituting a model, this handbook incorporates the following: (1) Organization (staff and student grouping and space); (2) Organization of Space (preschool; preschool materials; primary and junior pods; the lab; lab materials; and the library); (3) Process and Function (principal; teachers; the general aide; the math and library aides; the secretary; a day in the life of a student; and inservice training); (4) Affective Curriculum (student behavior; student-teacher conferences; and homeroom); (5) Cognitive and Psychomotor Curriculum (language arts, math, and social studies for preschool and primary and junior pods; art; music; and physical education); (6) Other Curriculum Concerns (world of work; manipulative devices; health service; and testing); (7) Curriculum and Auxiliary Personnel (remedial programs; Title I roving math teacher, school nurse, reading skills, and motor skills; home school agent; school lunch and breakfast program; and play therapy); (8) Evaluation (procedures; reporting to parents; the advisory council; Parent Teacher Association objectives; and school community events); (9) Bibliography; and (10) Glossary. (JC)

ED 129 512 32 RC 009 467

Brink, Donald And Others

Arizona's Migrant Child Education Teacher Exchange with California.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Sep 76

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Ancillary Services, Curriculum, Educational Programs, Elementary Secondary Education, *Migrant Child Education, *Participant Satisfaction, Program Descriptions, *School Visitation, *State Programs, Summative Evaluation, *Teacher Exchange Programs

Identifiers—*Arizona, California

Each year, the Office of Migrant Child Education, Arizona Department of Education, participates in a Teacher Exchange Program with other states. Prior to these visits, arrangements are made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. Objectives are to provide: an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation; and training to

development resource personnel to assist in the state educational agencies' development of future inter- and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques. In 1976, 13 participants traveled to California. Thirteen Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of the project. The group was led by an administrative consultant from the Office of Migrant Child Education. The participants' observation reports are given in this document. (NQ)

ED 129 513 RC 009 468

Leika, Eugene Tuckwin, Gerald

Survey of Educational Concerns of Indian Organization Leaders, School and Agency Superintendents, Education Administrators, Workshop and Seminar Participants, Tribal Leaders. Research and Evaluation Report Series No. 46.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date May 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *American Indians, Community Colleges, Early Childhood Education, *Educational Assessment, Educational Finance, Elementary Secondary Education, Higher Education, Individual Power, Needs Assessment, *Organizations (Groups), *Parent Attitudes, *School Personnel, *Surveys

Identifiers—BIA, Bureau of Indian Affairs

During October and November 1975, American Indian organization leaders, school superintendents, Bureau of Indian Affairs' (BIA) administrators, education administrators, workshop and seminar participants, parents, tribal leaders, and school teachers were surveyed on what they considered the primary concerns of education at the field level and the priorities and recommendations for improvement. Data were obtained through personal interviews with individuals and groups and mailed questionnaires. Meetings with Indian organizational leaders were held in Washington, D.C.; Denver, Colorado; and Oklahoma City, Oklahoma. The seminar was held at the Southeastern Oklahoma State University. Responses were ranked in the order of their frequency and placed in the order of priority. Among the survey findings were: too many non-educators were allowed to make decisions for education and educators had little to say concerning educational policies and budgetary procedures; with non-educators, education became a lower priority within the entire BIA structure; staffing problems existed, i.e., temporary vs. permanent, inadequate staffing, and inequity of staffing within an area and within some schools; a school had no authority to hire and fire; inequity of funding existed; and there was a need for better dissemination of educational data to Indian organizations and the Indian people in general. (NQ)

ED 129 514 RC 009 469

Jones, Norma And Others

The Media in Montana: Its Effects on Minorities and Women. A Report Prepared by the Montana Advisory Committee to the U.S. Commission on Civil Rights.

Montana State Advisory Committee to the U.S. Commission on Civil Rights, Helena.

Pub Date Jun 76

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affirmative Action, American Indians, Civil Rights, Cultural Images, *Employment Opportunities, Employment Statistics, Equal Opportunities (Jobs), Ethnic Groups, *Females, Job Training, Mass Media, *Minority Groups, Negroes, News Media, *Newspapers, Recruitment, Sex Stereotypes, Spanish Culture, *Stereotypes, *Television

Identifiers—*Montana, Spanish Surnamed
Montana's Advisory Committee to the U.S. Commission on Civil Rights investigated the effects of Montana's television and newspaper media on minorities and women. Focus was on the employment opportunities in and the images projected by the media. Interviews were conducted with management and staff of newspapers,

news services, and television stations; faculty and students from the University of Montana and Montana State University; and other individuals and groups interested in media-related issues. Additional data were obtained at a 1-day conference held in Missoula to explore further issues relating to minorities and women and the media. Conference participants included representatives from TV stations in Great Falls and Missoula and newspapers from Great Falls, Butte, Billings, Helena, and Missoula. Relevant information was supplied by media representatives who did not attend. Findings included: minorities, specifically Native Americans, and women were underemployed and underrepresented in both television and the written news media; many newspapers printed articles concerning women which were biased and tended to depict them in traditional sex-stereotyped roles or in a negative fashion whenever women did not fit traditional sex roles; and reporting of news concerning both women and minorities was often unbalanced, stereotyped, or not reported. (NQ)

ED 129 515 RC 009 470

Levis, William And Others

Access to the Legal Profession in Colorado by Minorities and Women. A Report Prepared by the Colorado Advisory Committee to the U.S. Commission on Civil Rights.

Colorado State Advisory Committee to the U.S. Commission on Civil Rights, Denver.

Pub Date Jun 76

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Admission (School), Admission Criteria, Affirmative Action, American Indians, Asian Americans, *Equal Education, Ethnic Groups, *Females, Higher Education, *Law Schools, Lawyers, *Minority Groups, Negroes, Performance Tests, *Professional Education, Recruitment, Spanish Culture, State Standards, Student Financial Aid, Student Organizations, Student Personnel Services

Identifiers—Chicanos, *Colorado

The Colorado Advisory Committee to the U.S. Commission on Civil Rights investigated the accessibility of the legal profession to minorities and women in Colorado and the difficulties encountered by minorities and women at the professional education level and in the bar examination. Local and national statistics were provided by the American Bar Association and other organizations related to the legal profession. Law school professors, minority and women law school students and attorneys, State Supreme Court judges, and other interested persons were interviewed. Information was also collected from the University of Colorado School of Law and the University of Denver College of Law. Testimony on the subject was heard at an open, public meeting on May 10, 1975. Findings included: despite recruitment efforts the lack of minority and female faculty and administrators was a serious problem at both law schools; minority and female students voiced strong complaints that negative attitudes based on race and sex manifested by some professors at both law schools were damaging to student performance; the financial aid available to minority students in law school was less than adequate and a severe handicap in some cases; and the bar examination in Colorado had a disparate and, therefore, discriminatory effect on minority applicants. (NQ)

ED 129 516 RC 009 473

Koepe, Sharon Margaret

The Effects of Outward Bound Participation Upon Anxiety and Self Concept.

Pub Date Dec 73

Note—122p.; MS Thesis, Pennsylvania State University. For related document, see ED 099 162

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Age Differences, *Anxiety, Correlation, *Hypothesis Testing, Masters Theses, *Outdoor Education, Physical Education, *Positive Reinforcement, Post Testing, Pretesting, *Self Concept, *Sex Differences, Stress Variables, Student Characteristics

Identifiers—Experiential Learning, Gough Adjective Check List, *Outward Bound, State Trait Anxiety Inventory

The relationship between physically and psychologically stressful experiences and the anxiety and self concept of 33 male and 11 female participants (aged 16-38 years) in a 23-day Colorado Outward Bound (OB) course was analyzed. It was hypothesized that the effects of the OB experience would be: the same for male and female participants; alter real self concept; alter the discrepancy between real and ideal self concept; change state anxiety; and increase the relationship between state and trait anxieties and real self concept. Employing pre- and post-testing procedures, the analysis involved 23 scales of the Gough Adjective Check List to delineate both real and ideal self concept and the state and trait scales of the State-Trait Anxiety Inventory to determine anxiety levels. Data were analyzed via the Wilcoxon Matched-Pairs Signed-Ranks test, the Mann-Whitney U test, and the Spearman Rank Order Correlation Coefficient. Results indicated: female OB participants set higher ideals for themselves than males, but male and female anxieties and self concepts were more similar than dissimilar; OB participants experienced changes at the conclusion of the course, viewing themselves more positively and narrowing the gap between real and ideal perception; OB participants exhibited a high anxiety level just prior to the course but demonstrated a correlation between low levels of anxiety and positive self perceptions. (JC)

ED 129 517 RC 009 474

Cherokee High School Educational Specifications [Cherokee, North Carolina].

Eastern Band of Cherokee Indians, Cherokee, N.C.

Pub Date 7 Feb 69

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administration, *American Indians, Art Activities, *Campus Planning, Communications, Community Education, Cultural Background, Curriculum, Educational Objectives, Educational Philosophy, *Educational Specifications, *Facilities, Health, Housing Needs, Instructional Materials Centers, Local History, Mathematics, *Needs Assessment, Physical Education Facilities, Program Descriptions, *Secondary Education, Social Studies, Student Characteristics, Student Personnel Services

Identifiers—*Cherokee High School NC, Cherokees

Educational specifications for the Cherokee School and Community Learning Center in Cherokee, North Carolina constitute the content of this publication as reviewed, evaluated, and revised by the Cherokee Task Force, the Tribal Education Committee, representatives of North Carolina's State Department of Public Instruction, the Bureau of Indian Affairs, and the Cherokee Agency. Specifically, this document includes: (1) Introduction (details the initial planning and procedures beginning in 1967 and presents membership lists for the Work Force, Cherokee Task Force, Resource Committee, Tribal Council, and Tribal Education Committee); (2) Justification of Need (historical need for new secondary school facilities on Cherokee Indian Reservation); (3) Student Characteristics; (4) General Education Philosophy and Program Description; (5) Educational Program Considerations (facilities to accommodate 500 to 700 pupils, including electrical, sonic, furniture considerations, etc.); (6) The Campus Complex Description (facility and instructional specifications and objectives for: Instructional Materials Center; Communications Center; Social Studies Center; Mathematics and Science Center; Practical Arts Center; Fine Arts Center; Health and Physical Education Center; Student Union Center; and Administration and Pupil Personnel Center); (7) Housing Requirements. (JC)

ED 129 518 RC 009 479

Medrick, Frederick W.

Outward Bound and Higher Education. A Rationale and Outline for College Development.

Outward Bound, Inc., Greenwich, Conn.

Note—14p.; Not available in hard copy due to small print size of original document

Available from—Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Descriptions, Definitions, Educational Alternatives, *Guides, *Higher Education, *Institutional Role, Learning Processes, *Objectives, *Outdoor Education, Philosophy, Program Descriptions, *Program Development, Self Actualization

Identifiers—Experiential Learning, *Outward Bound

Presenting a rationale for experiential learning in higher education and an outline for Outward Bound (OB) program development, this guide includes: (1) personal priorities in an OB program (enhancing self-concept; recognizing individual needs; clarifying values; coping with stress and ambiguity; improving interpersonal relations; finding community and commonality); (2) OB institutional priorities (educational alternatives; experiential opportunities; student responsibility; student commitment/participation; campus orientation; institutional needs); (3) the goals and objectives of an OB program (personal development; interpersonal effectiveness; environmental awareness; experiential learning; values clarification; philosophy; and life styles); (4) OB goal implementation process (skills training; physical challenge; stress experiences; problem solving; self-actualization; reflection; evaluation; and service); (5) OB program types (the traditional 23-day wilderness survival experience; specially designed courses meeting specific group needs; short term courses for special groups; and sequential courses); (6) institutions with OB programs (Colorado College; Prescott; Dartmouth; Wheaton College Vanguard School; Boston University; Evergreen State College; University of North Carolina at Charlotte); (7) development priorities and goals (student growth; curriculum integration; faculty-student relations; leadership; and team-building); (8) development approaches. (JC)

ED 129 519 RC 009 480

Schulze, Joseph R.

An Analysis of the Impact of Outward Bound on Twelve High Schools.

Outward Bound, Inc., Greenwich, Conn.
Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 1 Sep 71

Note—156p.; Not available in hard copy due to small print size of original document

Available from—Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Boarding Schools, Day Schools, Educational Alternatives, Educational Objectives, *Educational Philosophy, *High Schools, Information Dissemination, *Outdoor Education, Private Schools, *Program Descriptions, Program Development, *Program Evaluation, Public Schools, Rural Areas, Secondary Education, Suburbs, Urban Areas

Identifiers—*Experiential Learning, *Outward Bound

Describing and analyzing the impact of Outward Bound (OB) programs on 12 high schools which reflect OB involvement varying from 1 to 5 years and include urban, suburban, and rural (public, private, boarding, and day) schools, this 1970-71 report is aimed at furthering OB philosophy and method. The report presents OB program: background; evaluation procedures; initiation rationale; funding; impact analysis; recommendations; and generalizations. Brief program descriptions are presented in the Appendix for: East High in Denver; Toledo Public Schools in Ohio; Trenton High in New Jersey; Churchill High in Eugene, Oregon; Concord-Carlisle in Massachusetts; Lincoln-Sudbury in Massachusetts; Minnetonka High in Excelsior, Minnesota; St. Alban's in Washington D.C.; Sterling School in Craftsbury Common, Vermont; Webb-Bell Buckle in Bell Buckle, Tennessee; Germantown Friends School in Philadelphia; and Adams City High in Denver. Major recommendations presented are OB should: not impose its philosophy upon its participating schools; be sensitive to institutional and administrative program readiness; leave program direction/development to school personnel as soon as possible; consider the kind/degree of OB involvement (special vs mainstream); and continue to encourage information dissemination among participating schools. The conclusions presented re: OB impact are OB

programs: function as a catalyst; legitimize experiential education; and serve as a vehicle for curriculum reform. (JC)

ED 129 520 RC 009 481

Lovett, Richard A.

Outward Bound: A Means of Implementing Guidance Objectives.

Pub Date Jul 71

Note—63p.; Master's Project, University of Toledo

Available from—Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830 (\$1.00). Inter-Library Loan, University of Toledo, Toledo, Ohio 43606

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Analysis, Counseling Effectiveness, *Counseling Goals, Counselor Role, Decision Making, *Educational Objectives, Females, Grade 11, Grade 12, Guidance, *High School Students, Hypothesis Testing, Literature Reviews, Males, Masters Theses, *Outdoor Education, *Self Concept, Social Relations, Surveys

Identifiers—Experiential Learning, *Outward Bound, Toledo Public Schools OH

Testing the null hypothesis that there would be no differences in self reports on a sentence completion questionnaire (10 items) re: understanding of self and others between 39 students who had participated in Outward Bound (OB) and a matched group of 39 non-participants, 78 Woodward High School (Toledo, Ohio) male and female, junior and senior students were surveyed. Literature in the counseling field was compared with that of OB for purposes of demonstrating the compatibility of OB and counseling objectives in the OB experiential learning situation. Results indicated: guidance counseling and OB objectives were quite similar; counselors have had difficulty fulfilling their objectives in the traditional school setting; the OB program is structured so as to foster fulfillment of counseling objectives; OB student participants were more positively aware of self and more confident in decision making and social interactions than non-participants; students working with guidance counselors in a program based on OB would become more aware of self and others than those participating in a similarly structured program without the presence of guidance counselors; high school guidance counselors working in a program promoting OB concepts would more likely fulfill their true counseling roles and foster the counseling concepts their profession most desires to promote. (JC)

ED 129 521 RC 009 482

Hawkes, Glenn And Others

Evaluation of Outward Bound Teachers' Practice (D-T3, C-36T, C-39T, Summer 1969).

Outward Bound, Inc., Greenwich, Conn.

Pub Date Mar 70

Note—51p.

Available from—Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut 06830 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Education, Decision Making, *Group Dynamics, *Individual Development, Learning Processes, Migrant Workers, *Outdoor Education, *Program Evaluation, Rural Areas, Sensitivity Training, Skill Development, Student Teacher Relationship, *Teacher Education, Urban Areas

Identifiers—Colorado, Dartmouth College, *Experiential Learning, *Outward Bound

The personal and professional impact of two Outward Bound (OB) Teacher's Practice (23-day courses including group and solo wilderness survival, 3-day urban ghetto, migrant family exposure, and academic components) were evaluated by a 5-member team who analyzed post-experience data derived from personal interviews (N=34); mailed questionnaires (N=34); tapes of debriefing sessions; teacher's journals; and final papers submitted by the participants. A total of 12 national and local OB staff members were also interviewed. Generally, results indicated significant changes in teacher behavior (greater student sensitivity, greater concern for student needs, and less concern for traditional school rituals and codes), but it was recommended that program improvement could be made via: goal clarification; greater emphasis on the relevance of OB experiences to classroom teaching; greater OB staff sensitivity to the nature of teachers; an academic

component that was more experiential than theoretical; a preparatory reading list: less emphasis upon the "peak experience" of the solo component; inclusion of the highly successful urban component in the Dartmouth program; goal clarification of the migrant component for both migrant families and participants; inclusion of more skill training; relocation of the Dartmouth course to a less inhabited area; supportive follow-up efforts; more group decision making; etc. (JC)

ED 129 522 RC 009 484

Hoskins, Myrna S. And Others

A Synthesis of Evaluative Research Literature for Rural Development in the Southern Region: A Preliminary Bibliography, June 1976.

Southern Rural Development Center, State College, Miss.; Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-DIR-76-4

Pub Date Jun 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accountability, *Annotated Bibliographies, Case Studies, Change Strategies, Criteria, Definitions, Futures (of Society), Information Sources, Models, *Program Evaluation, *Research Methodology, *Rural Development, *Southern States, *Synthesis

Approximately 560 of the most relevant manuscripts pertaining to existing evaluative research literature in the areas of non-economic, southern rural development are presented in this preliminary bibliographical synthesis. Roughly covering the period 1950-75, this annotated bibliography is divided into the following six subject categories: (1) Major Sources (48 selected books, articles, and annotated bibliographies, with particular emphasis on evaluative research methodology); (2-A and B) Definitions of Rural Development and Evaluation (78 books, articles, and manuscripts on rural development problems, alternatives, future action and research, and 74 manuscripts, primarily journal articles, on the philosophy of evaluation and evaluation methodology, function, utility, and rationale); (3) Criteria-Setting (79 manuscripts on the determination of rural development programs and program evaluation goals, successes, models, and model critiques); (4-A and B) Strategies of Evaluation—Methodology and Case Studies (92 methodology manuscripts, primarily articles and unpublished papers, and 117 case studies); (5) Evaluative Research and the Evaluator's Responsibility (70 manuscripts on the climate, politics, paucity, and ethics of rural development program evaluations); (6) Research in Progress (99 research reports providing information re: ongoing research in rural development and evaluation). (JC)

ED 129 523 RC 009 485

Miller, Rex A.

A Manual of Outdoor Education.

Camp Speers-Eljabar YMCA, Westfield, N.J.

Pub Date [74]

Note—103p.; Not available in hard copy due to extensive use of colored paper in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Creative Art, *Curriculum Guides, Definitions, *Discovery Learning, Group Dynamics, Integrated Activities, Interdisciplinary Approach, Language Arts, *Leaders Guides, Leadership, Learning Activities, *Lesson Plans, Mathematics, Natural Sciences, *Outdoor Education, Physical Education, Recreation, *Resident Camp Programs, Sensory Experience, Social Sciences

Within the realm of outdoor education, there are as many definitions of what it is or what it isn't as there are books. One definition is that outdoor education is teaching outside the classroom. It combines with and blends as part of the total curriculum. This handbook is designed as a manual to help train and support staff related to outdoor education programs. Although it is specifically oriented toward resident outdoor education programs, most of the material has been generalized and can easily be used by a school or

resident center in developing an approach to outdoor education. The handbook includes: (1) discussions of sensory awareness, discovery learning, group dynamics and leadership, and the three-legged stool of group function styles of leadership; (2) lesson units for teaching creative arts, language arts, natural science, math, physical education and recreation, and social science; and (3) samples of forms, lists, and evaluations, i.e., letter to parents, equipment list, health form, permission slip form, a daily program schedule, camp rules and regulations, dining room procedure (family style feeding), school menu list, activity sign-up sheets, student instructors' responsibilities and camp contract, and parent on-site evaluation. A 20-item bibliography on theories and practices of outdoor education is included. (NQ)

ED 129 524

RC 009 487

Coons, Ernest M.

A Two-Week Resident Camp Offering the Primary Objective of Predetermined Attitude Change for Early Adolescents.

Pub Date May 73

Note—212p.; Ph.D. Dissertation, University of New Mexico

Available from—Inter-Library Loan, University of New Mexico, Albuquerque, New Mexico 87106

Document Not Available from EDRS.

Descriptors—*Adolescents, *Changing Attitudes, Comparative Analysis, Disadvantaged Youth, Doctoral Theses, Educational Attitudes, Educational Development, Learning Processes, Literature Reviews, Outdoor Education, *Perceptual Development, Program Development, Rating Scales, *Resident Camp Programs, *Self Concept, Socioeconomic Influences, Sociometric Techniques, Student Attitudes, Vocabulary

A 12-day resident camp experience offering the primary objective of predetermined attitudinal change for the participants was developed and compared with a 12-day "typical camp" program. Areas of concern were the development of a more positive self-concept and more positive attitudes toward school and the learning process. Basic purpose of the "typical camp" program was to use the same facilities, staff, and similar population as a control group to compare the programs. The sample included children, age 10-13, defined and selected as either culturally, educationally, socially or economically disadvantaged, and children from the same schools who had proven leadership ability and positive attitudes toward school. Rating scales were developed which parallel the five elements identified as being the major factors comprising self-concept and attitudes toward learning: physical, social-ethical, and psycho-sexual perceptions; and attitudes toward the value of learning, of school, and of the teacher in the learning process. Developed were: Self-Rating, Staff-Rating, and Guidance Staff Rating Scales and a "Guess Who" sociometric technique. The three rating scales indicated that more positive attitudes resulted from the experimental group than from the control group at the .05 level of confidence. The results of the sociometric nomination in the experimental group also supported this change. (NQ)

ED 129 525

32

RC 009 488

Migrant Administrators' Management Guide.

Lewis (D. A.) Associates, Inc., Clinton, Md. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education. Pub Date May 76

Note—132p.

Available from—D. A. Lewis Associates, Inc., 7801 Old Branch Avenue, Suite 201, Clinton, Maryland 20735 (\$6.95)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Administrator Guides, *Administrator Responsibility, Computer Oriented Programs, Definitions, *Educational Assessment, Federal Legislation, Fiscal Capacity, Information Dissemination, Interagency Coordination, *Management, *Migrant Education, Parent Participation, *Program Administration, Program Development, Program Evaluation, Recruitment, Resource Allocations, Self Evaluation, Student Records

Identifiers—Migrant Student Record Transfer System, MSRTS

Developed to provide the basis for a coordinated effort of self-analysis at all managerial levels and for a systematic approach to the management of the Migrant Education Program, this guide outlines the responsibilities of migrant administrators on the Federal, state, and local levels. Intended to prepare state and local administrators for U.S. Office of Education field visitation, the guide allows for considerable flexibility in guiding managers while still providing sufficient specificity to permit managers to implement the management activities within the unique parameters of their individual State plan. The guide addresses the 12 most important management functions and their related activities: identification and recruitment, program development, fund allocation, fiscal management, Migrant Student Record Transfer System, interagency coordination, parent involvement, interstate coordination, information dissemination, monitoring, evaluation, and reporting. Designed to facilitate easy reference to each of the 12 functions, the guide provides for a self-assessment of the execution of each function as well as an overall evaluation of program management. Appendices include a 24-item glossary and a copy of the proposed Federal rules from the FEDERAL REGISTER, Vol. 40, No. 131—Tuesday, July 8, 1975. (NQ)

ED 129 526

RC 009 489

Albrecht, Stan L.

Socio-Cultural Factors and Energy Resource Development in Rural Areas in the West.

Pub Date Aug 76

Note—39p.; Paper presented at the Annual Meetings of the Rural Sociological Society (New York, New York, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, Cultural Factors, Demography, Energy, Environmental Influences, *Models, *Petroleum Industry, *Population Growth, *Rural Development, Rural Population, Social Change, Social Factors, *Social Influences, Social Problems, Social Services, Values

Identifiers—*Quality of Life, *United States (Rocky Mountain West)

Drawing upon and synthesizing social and demographic data (1940-70) from 14 counties in the Rocky Mountain West which are currently facing extensive population growth as the result of large scale energy resource development, a preliminary model of potential sociocultural impact was developed. Including national energy needs and traditional economic considerations, the model incorporated sociocultural factors influencing development (cultural attitudes and values and demographic characteristics). The sociocultural impacts which were identified included the following three categories: (1) interpersonal, family, and community social problems such as increased crime, alcoholism, divorce, and suicide attempt rates; (2) growing pressures on public services such as schools, housing, health delivery, and law enforcement; and (3) impacts on the physical environment having quality of life implications. It was suggested that primary impacts would be directly related to population change; the current homogeneous populations would be most affected by population diversification; and mitigating strategies should include improved local planning and quality of life, guaranteed economic benefits (not to be exported), impact aid, and "back end" trust funds. (JC)

ED 129 527

RC 009 490

Miller, Michael K. Crader, Kelly W.

Rural-Urban Differences in Community Satisfaction: Real and Relatively Important.

Pub Date 26 Aug 76

Note—33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age, Analysis of Covariance, *Community Benefits, *Economic Factors, Factor Analysis, Family Structure, Income, *Interpersonal Relationship, *Need Gratification, Research Criteria, *Rural Urban Differences, Tables (Data)

Identifiers—*Community Satisfaction, *Utah

Using interview data collected from 595 subjects living in 5 Utah counties, 2 dimensions of community satisfaction (economic and interpersonal) were identified via factor analysis. Employing a theoretical framework of rural-urban dif-

ferences, the impact of residence on the two dimensions of satisfaction was tested by regression analysis and found to be considerable. The level of economic satisfaction was highest for urban residents and lowest for rural residents. The satisfaction level of the rural-urban split sample fell between the two extremes. Residence also differentiated interpersonal satisfaction. However, on this dimension the relative rankings were reversed. Again the satisfaction level of rural-urban split residents fell between the two extremes. Employing techniques of analysis of covariance and multiple-partial correlation, the impact of residence on community satisfaction was maintained when controlling for personal characteristics (age, income, education, family size, and tenure in the community). In view of the findings, it was suggested that "rurality" as a behavioral trait should assume much greater importance and be viewed in conjunction with structural measures, and greater attention should be directed toward residence of origin in conjunction with present residence. (Author/JC)

ED 129 528

RC 009 493

Mingie, Walter And Others

Outdoor Pursuits: Self to Nature Activities -- A Supplement to the Physical Education Course of Study. The Protestant School Board of Greater Montreal, March 1974.

Protestant School Board of Greater Montreal (Ontario).

Pub Date Mar 74

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Enrichment, *Activity Learning, Athletic Equipment, Camping, Class Organization, *Course Content, Elementary Secondary Education, *Guidelines, Instructional Aids, Learning Activities, *Needs, Objectives, *Outdoor Education, *Physical Education, Physical Recreation Programs, Safety, Skill Development, Supplementary Education

In keeping with the Department of Education's course content in physical education, this supplement to the Physical Education Course of Study was prepared. Suggestions for teaching and organizing classes in 16 "Self to Nature" activities are outlined. Activities are: backpacking, bicycling, boating, camping, canoeing, fishing, hebertisme (an outdoor gymnastic or obstacle course), mountaineering, orienteering, sailing, skating, skiing (Alpine and Cross Country), snowshoeing, swimming, and tobogganing. Objectives, equipment needed, skills, precautions necessary, class organization, and preliminary instructions are given for each activity. The location of the school in relation to the facilities required, the availability of the equipment needed, and the ability of the staff to conduct classes in these outdoor pursuits, will determine what activities can be offered to the students. Schools which have conducted classes in these outdoor pursuits have financed the facilities, equipment and transportation through such means as the athletic budget, field trip budget (transportation), direct charge to the participants, student sponsored money raising events, and assistance from the Home and School Association. (NQ)

ED 129 529

RC 009 494

Mingie, Walter And Others

Preparing Pupils for Resident Outdoor Education: A Guide Based on Two Classes of 6th Grade Pupils. The Protestant School Board of Greater Montreal, January 1975.

Protestant School Board of Greater Montreal (Ontario).

Pub Date Jan 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Learning, Camping, Classification, Cultural Awareness, Dance, Elementary Education, First Aid, Folk Culture, Geology, Grade 6, Instructional Aids, *Learning Activities, Music, *Outdoor Education, *Resident Camp Programs, *Resource Guides, Safety, Trees

The residential outdoor program involved 60 sixth grade students, divided into 5 groups, distributed as evenly as possible. Each group consisted of leaders, followers, and children with experience in the field and those without experience. Teachers were also divided into 5 groups, usually two or three working together. Each team of teachers chose two topics which

they considered the most beneficial for their children's training. Each team taught both of their topics five times; thus, each group of children experienced all topics. Topics were: cooking, music, first aid, waterproofing, erosion and land forms, shelters and latrines, trees, American Indian lore, orienteering, water safety, and tracks identification. A general session was held for all children and staff to learn folk dancing. This guide briefly outlines the pupils' preparation in each topic for their residential outdoors school. (NQ)

ED 129 530 RC 009 496

Hutton, Lee, Comp. And Others.
Schoolwide Activities. 75-76. (Activities Ecology, 75-76.) The Protestant School Board of Greater Montreal, February 1975.

Protestant School Board of Greater Montreal (Ontario).

Pub Date Feb 75

Note—57p.; In French and English

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bilingual Education, Creative Art, *Current Events, *Curriculum Guides, Elementary Secondary Education, Films, French, Group Activities, History, *Interdisciplinary Approach, Kinesthetic Perception, Language Arts, *Learning Activities, Motivation Techniques, Music, Outdoor Education, Physical Education, *Simulation, Social Sciences, Student Motivation

Identifiers—*Olympic Games

Compiled by the Curriculum Department of the Protestant School Board of Greater Montreal, this French and English guide is intended to aid teachers to capitalize upon the Olympic Games to promote educationally sound activities. The objective is to develop an interest in the students of the aims of the Olympic Movement and to develop a sound mind in a sound body. The guide includes the Olympic motto, spirit, and symbols; the Olympic anthem; objectives of the Olympic Movement; a brief historical background of the Olympic Games; and the Olympic standards for men and women. Using the Olympics as a theme, activities are given for teaching language arts (upper elementary and junior high), art, creative arts and crafts, home economics, music, movement education, physical education, and social sciences. (NQ)

ED 129 531 RC 009 497

Locate, Plan, Develop, Use An Outdoor Classroom.

Soil Conservation Service (DOA), Upper Darby, Pa.

Pub Date Apr 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Advisory Committees, Annotated Bibliographies, Community Involvement, Discovery Learning, Educational Objectives, Elementary Secondary Education, Facilities, *Guides, Language Arts, Mathematics, Natural Resources, Needs Assessment, *Outdoor Education, *Planning, *Program Development, Resource Guides, Sciences, *Site Development, *Site Selection

Designed to aid educational institutions and community organizations in selecting, planning, developing and using outdoor learning areas as outdoor classrooms, this guide includes: (1) Learning by Discovery (scientific, cultural, and recreational goals); (2) The Initial Planning Effort (use of: a planning committee including teachers, administrators, local leaders, and students; a technical advisory committee; soils maps; natural resource inventories; reference books); (3) Site Selection (examples of sites with: school proximity; soil diversity; water; specific vegetation; etc.); (4) Soils Mapping and Resource Inventory (development of: maps with photographic enlargements; site visits; an agronomic and town/country planning balance; area inventories such as cutover woodland, wet, white pine and pond, brook, and woodland areas); (5) Planning the Outdoor Classroom (facilities and special study points such as: soil erosion; weather stations; pioneer living; observation platforms; orientation courses; soil profiles; water wells; tree stumps; trails; etc.); (6) Site Development (financing, student construction, committees, etc.); (7) Using and Maintaining an Outdoor Classroom (suggestions re: biology, chemistry, math, arts, shop, home economics, social studies, vocational agriculture, ecology, communication, and English); (8) Bibliography (24 annotated citations and two films). (JC)

ED 129 532 40 RC 009 498

Miller, James

Outdoor Education for Emotionally Handicapped Students in Central New York. Final Report, September 1975. A Report on Project 75-940 for Handicapped Children Under Title VI-B (August 1, 1974-July 31, 1975).

Onandaga Nature Centers, Inc., Baldwinsville, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany. Bureau for Mentally Handicapped Children.

Pub Date Sep 75

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Communication Skills, Comparative Analysis, Educational Objectives, *Effective Teaching, *Emotionally Disturbed, Environmental Education, Formative Evaluation, Motor Development, *Outdoor Education, Participant Involvement, Pilot Projects, *Program Evaluation, Self Concept, Social Development, Special Education, *Student Attitudes, *Student Behavior, Student Development, Teacher Evaluation

Identifiers—Elementary Secondary Education Act Title VI B, ESEA Title VI B, *New York (Central)

Pre- and post-tests were administered to three treatment (136 emotionally handicapped, 8 physically handicapped, and 79 trainable mentally retarded students) and two non-treatment groups (11 emotionally handicapped and 70 non-handicapped students) for purposes of assessing teacher, student, and program centered objectives. Administered or completed by the 21 teachers involved, the instruments employed were: the Student Content Test; the Student Attitude Survey; the General Classroom Behavior Teacher Rating Scale; the Participant Evaluation; and the Participant Narrative Evaluation. The four teacher centered objectives focused on knowing the what, where, how, and why of outdoor teaching; the three student centered objectives focused on increased comprehension of the natural world, self, and others; and the program objectives focused on improvement of student communication skills, understanding re: local environment and environmental problems, social responses, and manipulative/motor skills. Results indicated 7 of the 13 objectives were met and 3 were partially met, while 3 of the program objectives were not directly measurable. Since 3 of the 13 objectives were not measurable, it was concluded that the project was nearly 100% successful. (JC)

ED 129 533 RC 009 502

Gupitil, Wayne Wade, Douglas E.

Ringed Birds: Story of Bird Banding at the Lorado Taft Field Campus, 1956-1973. Taft Campus Occasional Paper No. 18.

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date 6 May 74

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Animal Behavior, Bibliographies, Educational Philosophy, *Learning Activities, *Outdoor Education, *Program Descriptions, Recordkeeping, Research Methodology, *Teacher Education

Identifiers—*Bird Banding, *Northern Illinois University Taft Field Campus

Published to aid students in comprehending the philosophy of the Department of Outdoor Teacher Education at Northern Illinois' Taft Field Campus, this paper on bird banding encompasses: (1) a brief history of bird banding; (2) the rationale behind bird banding; (3) a description of the bird banding station at the Lorado Taft Field Campus and its history from 1956 to 1973, including a summary of the number and species of birds banded; (4) the types of traps used; (5) Taft's record keeping procedures, including exemplary forms; (6) an analysis of the Taft Station banding records; (7) statistics relative to the Taft birds found elsewhere; (8) the mortality rate of the birds banded at Taft; (9) statistics on bird migration patterns; (10) prevention of the harmful use of bird bands; (11) the population dynamics of Taft birds; (12) the yearly percentum of returns of the birds banded at Taft; (13) the longevity of birds; (14) the educational implications of banding activities; (15) suggestions for improvement of bird banding at Taft (e.g., promote

annual workshops on bird banding; require a short course on bird banding for all graduate assistants at Taft; develop a color banding procedure; improve/standardize the weather station; prepare publications re: banding outcomes; promote sustained research; etc.); (16) a bird banding bibliography (7 periodicals, 2 catalogues, and 17 annotated book, article, and pamphlet citations). (JC)

ED 129 534 RC 009 503

Vogl, Robert Vogl, Sonia

Glossary of Water Resources Terms. Taft Campus Occasional Paper No. X.

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Glossaries, *Instructional Materials, *Outdoor Education, *Teacher Education, *Water Resources

A product of the Department of Outdoor Teacher Education Program at Northern Illinois University, this glossary of water resources terms includes 87 briefly defined entries. Examples of the terms and definitions presented are: Acidity (presence of acids in the water which produce a pH below seven); Bathymetry (study of lake bottom contours); Coliform Bacteria (a group of harmless bacteria which exist in the intestines of warm blooded animals, usually an indication of the presence of sewage or harmful bacteria); Drogue (a device used to measure water currents, usually supported by a buoy); Epilimnion (the warm, light, upper level of a stratified lake); Groin (a narrow structure built out into a lake from the shore which is meant to protect the shore from erosion); Hypolimnion (the cold, heavy, lower level of a stratified lake); Lee (the side of a lake away from the prevailing winds, or an area protected from them); Marine (involved with large bodies of water, usually those which are saline); Nutrients (materials which support growth, especially of plants); Outfall (the end of a pipe or tube which discharges effluent into a body of water, or the effluent itself); Parameters (things which are measured, usually in relation to scientific studies or experiments); Saline (salty); Zooplankton (animal plankton). (JC)

ED 129 535 RC 009 504

Cooperative Programs in Residential Outdoor Environmental Education: Teacher's Materials Packet.

Marin County Superintendent of Schools, Corte Madera, Calif.

Note—28p.; Not available in hard copy due to use of colored paper in original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. HC Not Available from EDRS.

Descriptors—*Activities, Elementary Secondary Education, *Environmental Education, *Outdoor Education, Program Descriptions, Records (Forms), *Residential Programs, Teacher Responsibility, Teacher Role, *Teaching Guides

Identifiers—*California (Marin County), *Redwood Glen Resident Outdoor School

Serving as teacher orientation materials for the cooperative programs in residential outdoor education located in Marin County, California, this guide includes the following: (1) "This I Believe" (a philosophical statement on outdoor environmental education); (2) "Outdoor Science and Conservation Education Report" (a brief history of outdoor education; the legality of outdoor environmental education; a description of the objectives, study areas, and activities included in the Marin County program; and the historical development of the Marin program); (3) "Roles and Responsibilities of the Classroom Teacher" (specifics re: class preparation, cabin grouping, pre-outdoor activities, curriculum planning, teacher participation, and classroom follow-up); (4) "Outdoor Education Activity: A One-Week Sequence" (exemplifies the way in which the outdoors may be used as a learning environment and includes educational objectives re: stream, meadow, chaparral, tide pool, ocean, forest, and marsh environments); (5) "Along the Way: A Route to Marin County's Resident Outdoor School" (includes a map of the San Francisco Bay Area and a narrative describing major points of interest in terms of their environmental history); (6) the parental permission and health forms used by the Marin County Schools Outdoor

Science and Conservation Education Program. (JC)

ED 129 536 RC 009 505

Akers, Lester O.

An Empirical Research Study of 4-H Club Camping in Southeast Missouri.

Pub Date 68

Note—42p; A report presented to the Department of Extension Education, University of Missouri, Columbia, for a special problem in Extension Education 400

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Camping, Costs, Extension Agents, Extension Education, Group Membership, *Outdoor Education, Parents, Program Evaluation, Publicize, Recreational Activities, Recruitment, *Surveys, *Tables (Data), Teaching Methods, Youth, *Youth Clubs

Identifiers—*4H Clubs, *Missouri (Southeast)

Investigating the nature, scope, and significance of 4-H Club camping experiences and the development of extension education in 17 Southeast Missouri counties, an evaluative analysis was made of data derived from questionnaires directed to: 1967 4-H campers (N=231); camper parents (N=36); 4-H non-campers and their parents (N=29); randomly selected campers and non-campers (N=10 each); and extension agents (N=12). Correlating published technical data with that from the five questionnaires, the following were addressed: reasons for 4-H camping; activities preferred to camping; program activities considered important by campers and non-campers; camping costs and decreases in camping membership; reasons for decreases in camp membership and adult camping enthusiasm; youth agents and the need for technical training re: camping; extension personnel ratings re: camping as a teaching method, a recreation activity, and a 4-H promotion technique. Results indicated: camping members, their parents, and extension agents think camping is a valuable educational experience; agents see camping as a method of teaching social group behavior, individual development, and outdoor subject matter; parents and agents rate camping high as a recreational activity; important needs include expanding adult and member involvement in program development, developing recruitment/promotion methods, studying business management of camp facilities, and educating agents about the technical nature of camping. (JC)

ED 129 537 RC 009 506

VandenHazel, B. J.

Environmental Education and Field Studies Programs in Three Selected N. W. European Areas.

Pub Date 76

Note—26p; Not available in hard copy due to extensive use of colored paper in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, Concept Formation, Educational Problems, Environmental Education, *Field Studies, Higher Education, Organization, *Outdoor Education, *Program Descriptions, Science Instruction, Surveys, *Teacher Education, *Textbooks

Identifiers—*Europe (Northwest), Netherlands, Ontario, United Kingdom, West Germany

Describing information gathered from a three-week (1976) tour of environmental education field studies programs in faculties of education and teachers' colleges located in the United Kingdom, the Netherlands, and Western Germany, this report presents comparative program and text summaries and recommends procedures for the Ontario Ministry of Education in Canada. Presented by country, the summaries include: organizational procedures; science, geography, and general environmental texts; program scope; special interests; educational problems frequently referred to in the media; educational environmental topics, concepts, courses, and teacher guides; and the texts used at the secondary level. In general, this report indicates that in these countries, elementary school teaching requires three to four years of preparation at special educational institutes; four to six day field sessions in geography and environmental science during the first and second years of study; and several half-day and one-day field studies in the final year. Recommendations are presented as follows: Ontario student teachers should be involved in a minimum of five days of field studies per year

and should receive instruction re: preparation/implementation of day-excursions; and the Ontario Ministry of Education should conduct continuous surveys of foreign educational literature and should encourage school boards to retain or repurchase small rural schools suitable for field studies. (JC)

ED 129 538 RC 009 508

Buterbaugh, Wanda Kay

A Study of Factors Important to Environmental (Conservation-Outdoor) Education Instruction.

Pub Date May 70

Note—82p; Not available in hard copy due to marginal legibility of original document. ME Thesis, Slippery Rock State College

Available from—Inter-Library Loan, Slippery Rock State College, Slippery Rock, Pennsylvania 16057

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, Concept Formation, Conservation Education, Course Content, Curriculum, Elementary School Teachers, *Environmental Education, *Graduate Study, Inservice Courses, Literature Reviews, Masters Theses, *Needs Assessment, Outdoor Education, *Professional Personnel, Professional Recognition, *Surveys, *Teacher Education, *Undergraduate Study

In conjunction with a literature review, 100 recognized leaders in environmental education and related fields were surveyed via a mail questionnaire for purposes of determining the knowledge and skill concepts deemed necessary for outdoor/environmental education teachers at both the elementary and secondary levels. The survey elicited a 67% response to five questions re: environmental education; program emphasis; course requirements; teacher in-service training; knowledge and skill competency levels; and the general state of teacher preparation programs. Results indicated that undergraduate programs for outdoor educators should include: one or two environmental education courses; an adequate understanding of the biological sciences (biology, botany, history, and philosophy) and environmental and conservation education concepts, history, and philosophy; an integrated or interdisciplinary approach to courses in biology, history, geography, political science, and natural resources; greater emphasis upon elementary teacher preparation curricula. At the graduate level, results indicated teachers needed: a minimum of 30 hours of approved courses; 6 hours of professional education courses; a B average; a 6-year limit on the master's degree; a thesis or research project; specialization in outdoor education and conservation, environmental education studies/problems, or social studies; and field work in various courses. (JC)

ED 129 539 95 RC 009 510

Spears, Carl D., Comp. And Others

Native American Resource Book.

East Baton Rouge Parish School Board, La.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Office of Indian Education.

Pub Date 10 Mar 76

Note—530p.

Available from—East Baton Rouge Parish School Board, 1055 South Foster Drive, Baton Rouge, Louisiana 70821 (\$12.00 plus postage)

Document Not Available from EDRS.

Descriptors—Activities, *American Indian Culture, American Indians, *Anthropology, Archaeology, Art, Cultural Awareness, Cultural Differences, *Economics, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Geography, History, Illustrations, Linguistics, Literature, *Resource Materials, *Sociology, Tribes, *Units of Study (Subject Fields)

Identifiers—East Baton Rouge Parish Louisiana Schools, *United States (Southeast)

Focusing on the Southeastern American Indian cultures, this Native American resource guide is designed for use in the elementary and secondary schools of the East Baton Rouge Parish and is a product of a 1975 Indian Advisory Committee composed of Indian parents, teachers, and staff members. Objectives of these materials require the Indian student, after a year, to be able to: demonstrate knowledge of his cultural heritage by comparing tribal differences/similarities through study of anthropology, economics, geography, history, and socio-political systems; describe the

unique contributions of Louisiana and other Southeastern Indian cultures; list 80% of the problems/achievements discussed in class; demonstrate improved self-concept relative to peer group and others as measured by teacher-made pre- and post-tests; and discuss the Indian impact upon the State and the Nation via oral reports, role playing, and panel discussion. Including objectives, activities, evaluation procedures, maps, illustrations, etc., these units of study focus upon: Anthropology (archaeology; ceremonies, rituals, and dances; arts and crafts; games; literature; physical anthropology; linguistics; sign language; and pictography); Economics (decorative, utilitarian, and ceremonial arts; trade; and transportation); Sociology (political life; geography; and history, including past and present American Indian interactions). (JC)

ED 129 540 RC 009 511

Wetmore, Ruth Y.

First on the Land: The North Carolina Indians.

Pub Date 75

Note—196p.

Available from—John F. Blair, Publisher, 1406 Plaza Drive Southwest, Winston-Salem, North Carolina 27103 (\$8.95)

Document Not Available from EDRS.

Descriptors—*American Indian Languages, *American Indians, Books, Classification, *Cultural Background, Cultural Differences, Economics, Futures (of Society), Geography, Governmental Structure, *History, Illustrations, Linguistics, Philosophy, Religion, *Secondary Education, Social Environment, Supplementary Reading Materials, *Tribes, War

Identifiers—Algonquian, Iroquoian, *North Carolina, North Carolina Commission of Indian Affairs, Siouan

Written for students at the secondary level, this book details the historical development (10,000 B.C. to the present) of the 3 American Indian linguistic groups located in the 4 geographical areas of North Carolina (the Algonquians on the coast, the Iroquoians, including the Tuscarora on the coastal plain and the Cherokee in the mountains, and the Siouans in the Piedmont). Including illustrations, maps pinpointing the locations of each of the smaller tribes, and brief histories describing the fate of dispersed or extinct tribes, this book is divided into the following chapters: (1) "The Land and the People" (geographical setting, the prehistoric period, the historic period, and the linguistic families); (2) "The War Years" (early clashes and the Tuscarora, Yamasee, and Cherokee wars); (3) "The Many Tribes" (brief histories of 28 tribes); (4) "Daily Life" (appearance, housing and settlement patterns, artifacts, economy, social organization, and warfare and games); (5) "Spirits, Festivals, and Funerals" (creation myths, types of spirits, theory and treatment of disease, music, dances, the Hukanaw, harvest festivals, and midwinter festival); (6) "Today's North Carolina Indians" (Cherokees, Lumbees, Tuscaroras, Haliwas, Coharies, Waccamaw-Siouans, and the North Carolina Commission of Indian Affairs). The book concludes with a discussion of the present-day Cherokee tourist business and the Lumbee's struggle for tribal recognition. (JC)

ED 129 541 RC 009 512

Kostich, Dragos D.

George Morrison, The Story of an American Indian.

Pub Date 76

Note—66p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, American Indian Culture, *American Indians, *Art Expression, *Biographies, Books, Cultural Background, Ethnic Studies, Illustrations, Professional Recognition, Professional Training, Secondary Education, *Supplementary Reading Materials

Identifiers—*Chippewas, Minnesota (North), *Morrison (George)

As 1 in a series of 24 American Indian biographies written for youth at the secondary level, this book details the social and professional development of George Morrison, an internationally known American Indian artist, who was born in a small Chippewa community in Northern Minnesota (1919) and began teaching art and

American Indian Studies at the University of Minnesota in 1970. Emphasizing the relationship between George Morrison's socioeconomic/sociocultural background and his artistic development, this book is divided into seven chapters titled as follows: (1) "The Chippewa People" (an historical account of Chippewa migrations with emphasis upon their early cultural orientations); (2) "A Northern Childhood" (details relative to George Morrison's immediate family and the hardships of Chippewa life in Chippewa City); (3) "Leaving Home" (George's boarding school experiences and his entrance into the Minneapolis School of Art); (4) "Decisions" (George's introduction to abstract painting and the scholarships awarded him for further study); (5) "The Making of an Artist" (New York, the influence of other artists, and recognition); (6) "The Long Struggle" (marriage, Europe, the Village, divorce, remarriage, and a teaching position at the Rhode Island School of Design); (7) "Horizons" (entry into the area of American Indian Studies and acceptance of a professorship at the University of Minnesota). (JC)

ED 129 542 RC 009 513

Nelson, Mary Carroll

Robert Bennett, The Story of an American Indian.

Pub Date 76

Note—74p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$4.95)

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *Adolescent Literature, *American Indians, *Biographies, Books, Cultural Background, Family Influence, Federal Government, Illustrations, Professional Recognition, Professional Training, *Public Officials, Secondary Education, *Supplementary Reading Materials

Identifiers—Bennett (Robert La Follette), BIA, Bureau of Indian Affairs, *Oneidas, Wisconsin

As 1 in a series of 24 American Indian biographies written for youth at the secondary level, this book details the sociocultural and professional development of Robert La Follette Bennett, a Wisconsin Oneida Indian who was born in 1912 and became the second Native American to hold the position of Commissioner of Indian Affairs in the Bureau of Indian Affairs (BIA) in 1966. Emphasizing the relationship between Robert Bennett's socioeconomic/sociocultural background and his statesmanship, this book is divided into eight chapters titled as follows: (1) "The Oneidas" (an historical account of the Oneidas with emphasis upon their early cultural orientations); (2) "An Oneida Boyhood" (emphasis upon the Bennett family and the value they attached to education, resulting in Robert's entrance into Haskell Institute); (3) "Leaving Home" (the cultural shock of living at Haskell and working one summer in Arizona at a Navajo sanatorium); (4) "An Officer of the Ute Tribe" (the beginnings of an administrative style and recognition of the legal aspects of Indian affairs); (5) "The Ladder of Experience" (work in the Washington office of the BIA, exposure to Navajo policy makers, and acceptance of the BIA Assistant Area Directorship in Aberdeen, South Dakota); (6) "Alaska" (Alaska BIA Area Directorship); (7) "Commissioner of Indian Affairs"; and (8) "Indian Statesman" (the role of consultant). (JC)

ED 129 543 RC 009 514

Tippecanoe, John W., III

The Relationship Between Teacher Pupil Control Ideology and Elementary Student Attitudes in Navajo Schools.

Pub Date May 75

Note—127p.; Ph.D. Dissertation, Pennsylvania State University

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

Document Not Available from EDRS.

Descriptors—Academic Achievement, Age Differences, *American Indians, *Boarding Schools, Comparative Analysis, Correlation, Doctoral Theses, Educational Philosophy, Elementary Schools, Humanism, Hypothesis Testing, *Public Schools, Racial Differences, *Reservations (Indian), Sex Differences, *Student Attitudes, Student Characteristics, Teacher Attitudes, Teacher Characteristics, *Teacher Discipline

Identifiers—Bureau of Indian Affairs, *Navajos, Pupil Control Ideology Form, Student Attitude Questionnaire Test

Testing the hypothesis that there is a positive relationship between the degree of teacher humanism in pupil control ideology and the degree of favorable student attitude toward school, classmates, and teachers, comparisons were made relative to public and Bureau of Indian Affairs (BIA) schools. Derived from 6 public and 7 BIA boarding schools located on the Navajo Reservation, the sample (91 teachers and 1,714 students) included usable responses to Willower's Pupil Control Ideology Form and Tenenbaum's Student Attitude Questionnaire Test administered in 1973. Employing Spearman's rho correlation coefficient and the Z test to determine correlation significance, teacher and student characteristics were analyzed in terms of age; sex; race; school type; teaching experience; etc. While results did not support the major hypothesis, significant findings were: (1) public school teachers were more custodial than BIA boarding school teachers; (2) BIA boarding school students had more favorable attitudes toward school than public school students; (3) females had more favorable attitudes toward school than males; (4) 14 year olds had more favorable attitudes toward school than either 12 or 13 year olds, and 15 year olds had more favorable attitudes than 12 year olds; (5) eighth grade students had more favorable attitudes than seventh grade students; and (6) American Indian students had more favorable attitudes toward school than non-Indian students. (JC)

ED 129 544 RC 009 515

Morgan, Larry Clinton

An Economic Analysis of Out-Migration from a Depressed Rural Area.

Pub Date 74

Note—39p.; Ph.D. Dissertation, University of Kentucky

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Attitudes, *Cost Effectiveness, Doctoral Theses, *Economic Factors, Factor Analysis, *Migrants, Multiple Regression Analysis, Rural Areas, *Rural to Urban Migration, Social Services, Surveys, Taxes, Urbanization

Identifiers—*Kentucky (East), *Kentucky (Lexington)

In an effort to estimate some of the components of the net social costs and benefits of rural-to-urban migration, 161 Lexington, Kentucky migrants (randomly selected via census data) who had migrated from the rural, economically depressed area of Eastern Kentucky were surveyed in 1971 to gather information re: their last year in Eastern Kentucky and their first and last years in Lexington. Utilizing factor and multiple regression analysis, objectives were to analyze: factors affecting private costs and benefits of migration; migrant attitudes toward urban life, including a pecuniary estimate of the annual earned income differential necessary to induce return migration; and the incidence and magnitude of the net tax burden of migrant families for Lexington's public services. Results indicated: migration from Eastern Kentucky to Lexington was not bound by major monetary or institutional barriers (50% of the migrants had total migration costs of less than \$75); the net private migration benefits were substantially greater than the costs (as human capital investment, the internal rate of return on migration costs was at least 132%); migrants were generally satisfied with living conditions in Lexington and wanted \$1,600 more than they were earning in the city to return to Eastern Kentucky; except for local public schools, migrant families were not net social costs to the community for social services (\$32 per year to the community for school services was only a tentative conclusion). (JC)

ED 129 545 RC 009 516

Brooks, Ian R., Comp. Moore-Eyman, E., Comp. The Indian Students University Program Services (LS.U.P.S.). Third Evaluation Report, 1975-76.

Calgary Univ. (Alberta). Office of Educational Development.

Spons Agency—Donner Canadian Foundation.

Pub Date 76

Note—99p.; For related document, see ED 115 426

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, *American Indians, Computer Assisted Instruction, Counseling Programs, Educational Development, Educational Disadvantage, Financial Support, Foreign Countries, Grade Point Average, *Higher Education, Interviews, Organization, *Outreach Programs, *Program Evaluation, Social Adjustment, *Special Services, Student Enrollment, Student Opinion, Student Organizations, Tables (Data), Tutorial Programs

Identifiers—Canada, *Indian Students University Program Services, ISUPS, *University of Calgary

As the third report on ISUPS, this 1975-76 evaluation presents reports by: the Academic Coordinator (policy, procedure, and changes re: outreach programs; funding; student characteristics; the coordinating role; student input; admissions; and facilities); the Tutor (registration; course planning; library use; academics; and recommendations for a full time tutor to be skilled in teaching adults and to be permanently maintained); the Counsellor (pre-admission counselling; staff increases; social counselling; tutoring; student needs; physical accommodations; and recommendations for more group discussions re: course work, philosophy, and psychological needs); the Native Club (Wilderness Camp Workshop; Indian Awareness Week; other projects; and recommendations for continued support); the students (an evaluation derived from personal and group interviews with 24 of 35 available students); and the Office of Educational Development (goals re: Indian students; bibliography development; "New Man Report"; "Human Resources Study"; off- and on-campus computer assisted instruction; Morely Assessment and Placement Test; mother-child interaction program; computerized information system; study center; senior half-course). Additionally, a personal interview with a third year student (on Indian educational disadvantage) and statistics (enrollments, operating budget, half-courses, outreach programs, grade point averages, etc.) are presented. (JC)

ED 129 546 RC 009 529

Leviton, Sar A. Johnston, William B.

Indian Giving: Federal Programs for Native Americans.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—39p.

Available from—Johns Hopkins University Press, Baltimore, Maryland 21218 (ISBN-0-8018-1739-0, cloth cover, \$7.50; ISBN-0-8018-1740-4, paper cover, \$2.25)

Document Not Available from EDRS.

Descriptors—*American Indians, Community Control, Economic Development, *Education, Elementary Secondary Education, Family (Sociological Unit), Federal Aid, *Federal Government, *Health, Higher Education, Housing, Migration Patterns, Natural Resources, Policy Formation, Population Distribution, Problems, *Relationship, Reservations (Indian), Self Actualization, Social Services, *Socioeconomic Status, Tables (Data), Vocational Education

Aimed at highlighting American Indian reservation conditions, outlining the scope of Federal aid to Indians, and suggesting the nature of future Indian problems and choices, this book attempts to assess the current socioeconomic status of the Indian community and its relationship with the Federal Government. Specifically, this book provides both narrative and statistical information re: (1) Indian Population (migration and Federal policy and Indian legal status); (2) Economic Conditions and Economic Development (income and employment; agricultural, forest, and mineral resource development; and industrial development); (3) Education (attainment; educational performance; the Indian school system; community control; aid to higher education; adult and vocational education; manpower training); (4) Health and Family Status (illnesses and mortality rates; family and marital status; birth rates and age distribution; Indian Health Service; the impact of the Indian Health Service); (5) Social Services (public assistance; housing; law enforcement; trust responsibilities and services; community development and tribal self-determination); (6) "The Indian Question" (underlying facts and policy considerations). Also presented are tabular

data covering the years 1955-74 reported in 18 tables and 9 charts. (JC)

ED 129 547 RC 009 535

Yacoub, Salah M. And Others

The Impact of Farm Radio Forum on the Diffusion of Innovations in Lahore and Gujrat Districts of West Pakistan. American University of Beirut, Faculty of Agricultural Sciences Publication No. 51, January 1973.

American Univ., Beirut (Lebanon).

Pub Date Jan 73

Note—36p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agricultural Education, Attitudes, *Change Strategies, Comparative Analysis, *Developing Nations, *Educational Radio, Farmers, Foreign Countries, Information Sources, Participation, Program Evaluation, *Rural Development, Socioeconomic Status, Surveys
Identifiers—*West Pakistan, *World Congress of Rural Sociology (4th)

A random sample of 150 farmers (75 participants and 75 non-participants in radio forums) from Lahore and Gujrat districts in West Pakistan were surveyed via personal interview in 1971 to determine whether there was a relationship between: certain socioeconomic variables and farmer forum participation; radio forums and agricultural change, including acceptance of new farm practices; the most effective information sources and such changes. Chi-squares and corrected contingency coefficients were computed in order to determine any possible association between selected personal factors and farmer participation and the impact of participation upon change. Data revealed: farmers with higher levels of education, larger families, larger farms, higher incomes, organizational membership, city exposure, and favorable attitudes toward the forums tended to participate more in the radio forums than those without such characteristics; forum members had better knowledge of new agricultural practices, better attitudes toward such practices, and higher adoption rates than non-members; the radio forum program was one of the most effective information sources affecting change. Since it appeared that extension agents tended to concentrate on wealthier farmers, it was suggested that concentration on low income farmers would help mitigate the socioeconomic gap in this developing nation. (JC)

ED 129 548 RC 009 540

Clay, Daniel C.

Parental Rapport and the Changing Patterns of Educational Mobility Among High School Seniors in a Rural Michigan County.

Pub Date 76

Note—113p.; MA Thesis, Michigan State University

Available from—Inter-Library Loan, Michigan State University, East Lansing, Michigan 48823
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, Academic Aspiration, *Educational Mobility, High School Students, *Interaction Process Analysis, Longitudinal Studies, Masters Theses, *Parent Influence, Parent Student Relationship, *Rural Youth, Seniors, Sex Differences, Social Differences, *Socioeconomic Status

Identifiers—Duncan Socioeconomic Index, *Michigan (Ontonagon County)

Examining the normative and regulative effects of parental influence on the educational mobility of high school youth and the changing patterns of educational mobility, rural high school seniors in Ontonagon County, Michigan were surveyed in 1957/58 (N=254), 1968 (N=193), and 1974 (N=201). The key variables examined were: (1) college plans; (2) parental rapport (regulative parental influence measured by an attitudinal scale designed to elicit youth perceptions of parental rapport); (3) social class origin (normative parental influence as measured by the Duncan Socioeconomic Index for Occupations); (4) scholastic performance level (rank). Findings indicated: parental rapport set the stage for transmission of normative influences which affect educational mobility (especially for boys), independent of, yet in the same manner as the influence of social class; low class boys lacking strong parental rapport were far less likely to plan to go to college or to rank in the top half of their class, but among girls, the conditional effect of social

class and parental rapport was considerably less apparent; the intervening effects of scholastic performance were substantial among boys and girls; the process of educational mobility was firmly woven into the socio-historical context of the times (e.g., during the 60's, the traditional barriers to educational mobility were somewhat mitigated, but by 1974, some barriers appeared to have been reconstructed). (JC)

ED 129 549 RC 009 542

Fletcher, Sarah Ann

A Comparison of Affective Changes Between Economically Disadvantaged and Advantaged Sixth Graders at a Resident Outdoor Education Program.

Pub Date Dec 73

Note—97p.; Doctor of Recreation Dissertation, Indiana University. Page 45 may not reproduce well

Available from—Inter-Library Loan, Indiana University, Bloomington, Indiana 47401

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Affective Behavior, Behavioral Science Research, *Camping, *Comparative Analysis, Doctoral Theses, *Economically Disadvantaged, *Elementary Education, Grade 6, Group Relations, Interpersonal Competence, Literature Reviews, Locus of Control, *Outdoor Education, Post Testing, Pretesting, Residential Programs, Responsibility, Self Concept, Self Evaluation, Socioeconomic Status, Transfer of Training

Identifiers—All About Myself Scale, Experiential Learning, Nowicki Strickland Locus of Control, *Toledo Ohio Public Schools

Examining the differences in affective outcomes of economically advantaged and disadvantaged 6th grade students attending a 5-day residential outdoor education program in the Toledo Ohio Public Schools, pre- and post-tests were administered to randomly selected samples of 25 advantaged males and females and 25 disadvantaged males and females. Additionally, a literature review was conducted re: compensatory education, selected aspects of economically disadvantaged children, and outdoor education. The instruments used were: the Nowicki-Strickland Locus of Control (measurement of the internal-external dimensions); the All About Myself Scale (self-evaluation); and a pre- and post-camp questionnaire developed by the Toledo Public Schools Office of Evaluation. Findings indicated: although the disadvantaged students had a more external locus of control (life is dictated by fate), the 5-day program caused both groups to become more self-reliant and self-confident; all students had moderately improved in cooperation with others; there was only a moderate transfer of positive values to the classroom; the majority of students liked camp, wanted to return, wished they could have stayed longer, and felt they had made new friends; and the Nowicki-Strickland Locus of Control appeared more valuable than either of the other two instruments. (JC)

ED 129 550 RC 009 543

Banks, Vera J. And Others

Farm Population of the United States: 1975. Current Population Reports: Farm Population.

Bureau of the Census (DOC), Suitland, Md. Population Div.; Economic Research Service (DOA), Washington, D.C.

Pub Date Sep 76

Note—28p.; Not available in hard copy due to small print size of original document. For related documents, see ED 116 826-827, ED 121 490

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ERS-P-27, No. 47, \$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Agricultural Laborers, Birth Rate, *Census Figures, *Comparative Analysis, *Demography, Employment, Geographic Regions, Income, Industry, *Labor Force, Population Trends, Racial Differences, *Rural Farm Residents, Rural Population, Rural Urban Differences, Sex Differences, *Socioeconomic Status, Tables (Data)

Identifiers—*Nonfarm Population

Presented via narrative and tabular data, this report includes: Population of the U.S., Total and Farm: 1960-1975; Metropolitan-Nonmetropolitan Residence of the Farm and Nonfarm Population, by Race: 1975; Fertility Characteristics of Farm

and Nonfarm Women, by Race: 1975; Persons 14 Years Old and Over Employed in Agriculture, by Farm-Nonfarm Residence and Sex: April 1975 and 1970; Nonfarm Residents 14 Years Old and Over Employed in Agriculture, by Class of Worker and Sex: April 1975 and 1970; Income Characteristics of Farm and Nonfarm Families, by Race: 1974; Farm Population, by Race and Sex, for Broad Age Groups: April 1975 and 1970; Farm Population, by Age and Sex: April 1975 and 1970; Characteristics of Farm and Nonfarm Families, by Race: 1975; Employment Status of the Farm Population 14 years Old and Over, by Sex, April 1975 and 1970, and by Region, April 1975; Employment Status of the Farm Population 14 Years Old and Over, by Race, Sex, and for Region: April 1975; Farm Residents 14 Years Old and Over Employed in Agriculture, by Class of Worker, Race, and Sex, April 1975 and 1970, and by Region: April 1975; Farm Residents 14 Years Old and Over Employed in Nonagricultural Industries, by Class of Worker, Race, and Sex, for Regions: April 1975. (JC)

ED 129 551 RC 009 544

Rural Health Care Research Forum: Proceedings (Roanoke, Virginia, March 19, 1975).

American Medical Association, Chicago, Ill.; Farm Foundation, Chicago, Ill.

Pub Date 19 Mar 75

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agency Role, *Agricultural Colleges, Conference Reports, Delivery Systems, Evaluation, *Health Services, Higher Education, Intercommunication, *Interdisciplinary Approach, *Medical Schools, Research Methodology, *Research Needs, *Rural Areas, Speeches, State of the Art Reviews
Identifiers—*Department of Agriculture

Presented at a rural health care research forum held in conjunction with the American Medical Association's annual Conference on Rural Health (March 1975), the papers in this publication reflect the forum's focus upon assessment of recent research relative to rural health care delivery and the need for researcher communication and interchange. A participant roster is presented and identifies forum participants as including researchers and administrators from the departments of agricultural economics and rural sociology in the colleges of agriculture, departments of community medicine and family practice in the colleges of medicine, the U.S. Department of Agriculture (USDA) research and action agencies, and private firms doing rural health care delivery research, as well as practicing rural and other physicians. The three papers presented in this publication are written by representatives from colleges of agriculture and medicine and the USDA and are titled as follows: (1) "Assessment of Current and Recent Research on Rural Health Care Delivery by Colleges of Agriculture"; (2) "Rural Health Care Research: Past Accomplishments and Future Challenges"; (3) "Assessment of Knowledge of Rural Health: Knowledge Needs and Methods". (JC)

ED 129 552 RC 009 545

Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1975. Sixth Annual Report to the Congress.

Department of Agriculture, Washington, D.C.

Pub Date Nov 75

Note—103p.; For related documents, see ED 104 587, ED 107 432-435

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Activities, *Annual Reports, Committees, Community Services, Cooperatives, Delivery Systems, Economic Development, Environmental Influences, Extension Education, *Federal Aid, Health, Housing, *Information Services, Land Grant Universities, Leadership, Manpower Development, Organizations (Groups), *Program Descriptions, Recreation, Research, *Rural Development, *Technical Assistance

Identifiers—*Department of Agriculture, Rural Development Committee

A consolidated summary of information submitted by U.S. Department of Agriculture (USDA) Agencies and State Rural Development (RD) Committees, this sixth annual report on USDA information and technical assistance includes USDA organizational arrangements for rural assistance, some assessments, research sup-

porting RD information and technical assistance, and RD delivery methods. Specifically, this report presents: (1) 1975 Highlights (a 50% emphasis upon environmental improvement and organization and leadership development; increased emphasis upon surveys and feasibility studies, workshops and meetings, and publications; increases in non-metropolitan population growth at a rate of 4.2% vs 2.9% for metro areas between 1970-73); (2) State Rural Development Committees (membership and organization, activities, statewide RD groups other than USDA); (3) Summaries of State-USDA RD Committee Activities; (4) Land Grant University Information and Technical Assistance; (5) RD Research (a new and separate section); (6) Program Areas (exemplary accomplishments presented by states for: community organization and leadership development; comprehensive planning; community services and facilities; housing; community health and welfare; manpower development; recreation and tourism; environmental improvement; business and industrial development; and rural cooperatives). (JC)

ED 129 553 RC 009 548
Azarkh, Emilia Davidovna Korel, Liudmila Vasilyevna

An Inquiry into Rural Dwellers' Opinions about Living Conditions in Urban and Rural Places. USSR Academy of Sciences, Novosibirsk. Pub Date Aug 76

Note—20p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Communications, Evaluation, Foreign Countries, Health, Housing, Life Style, *Living Standards, Occupational Mobility, Population Distribution, Recreation, *Rural Population, *Rural Urban Differences, Social Services, *Surveys, Transportation, *Values, Vocational Education

Identifiers—Quality of Life, *USSR (Novosibirsk), *World Congress of Rural Sociology (4th)

Utilizing data derived from a questionnaire survey of the rural population of Novosibirsk province in the USSR, the following hypothesis was tested: the attitude of rural inhabitants toward urban and rural conditions is characterized by a considerable preponderance of positive evaluations of dominant rural conditions and transient urban conditions and by considerable preponderance of negative evaluations of dominant urban and transient rural conditions. Living conditions were specified with reference to city or country in terms of the following general aspects of life: working conditions and content of work, distinctive job tasks, pay, place of work, and opportunity for social/occupational mobility; housing; recreational service; public trade; comprehensive and vocational training; health services; consumer services; transport and communication facilities; building types and landscape; size and density of population; and pace of life. Results indicated most rural people: favored dominant rural conditions; favored transient urban conditions; did not favor urban dominant conditions; and did not favor rural transient conditions. It was concluded that for these rural people, rural life was of independent value and the attractiveness of transient urban features indicated the desire to transfer modern conveniences to the countryside. (JC)

ED 129 554 RC 009 549
Pitt, David
Inflation and Rural Society. Pub Date Aug 76

Note—18p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Change Strategies, Correlation, *Economically Disadvantaged, *Economic Climate, Foreign Countries, Futures (of Society), Minority Groups, *Power Structure, *Rural Areas, Social Mobility, Socioeconomic Status, *Urban to Rural Migration

Identifiers—Inflation, *New Zealand, *World Congress of Rural Sociology (4th)

Inflation is both a cause and consequence of changes in power and status. Competitive status activities create spiral situations which have an

economic correlate. Ultimately, inflation leads to the creation of economically deprived and depressed social groups. Deflation can be achieved to some extent by redistribution of wealth dictated from above, but there remains the danger of conflict unless means can also be found of an equitable redistribution and a devolution of power and status. In some cases, for example, economic deprivation is not mirrored in local estimation by feelings of inferiority. In fact, deprivation may well provide the stimulus for upward mobility in power and status and, consequently, deflation. In New Zealand, there is a kind of class structure wherein the most deprived groups are not necessarily classes but rather minorities (a Polynesian proletariat, the aged, welfare clients, and many rural communities are not part of the power elite). Since this group is so heterogeneous, it does not constitute a unified power base; moreover, the rural pressure groups are apathetic, lack bureaucratic influence, and are divided. Consequently, New Zealand's urban-centered power structure does not respond to rural needs, but recently, return migrants have been trying to recreate urban services and may become catalytic in the initiation of a new power structure. (JC)

SE

ED 129 555 SE 018 962
Yeany, Russell, Jr.
Some Effects of Training Preservice Teachers in Science Teaching Strategy Analysis. Pub Date Mar 75

Note—28p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Educational Research, *Elementary School Teachers, Higher Education, Inductive Methods, *Instruction, *Preservice Education, Science Education, *Science Teachers, Teacher Education, *Teaching Styles
Identifiers—Research Reports

This study was designed to assess the effectiveness of three treatments for encouraging and training prospective elementary science teachers in the use of inductive/indirect strategies in science teaching. Subjects were randomly assigned to one of four treatment groups: (1) Strategy Analysis Level - subjects were trained in science teaching strategy analysis using the Teaching Strategies Observation Differential (T-SOD); (2) Modeling Level - subjects viewed video-tapes of model science lessons which represented inductive/indirect teaching strategies; (3) Combination Level - subjects received treatments (1) and (2); and (4) Control Level - subjects viewed films neutral to the treatments. Data were collected using the TSOD, the Elementary Science Activities Checklist (ESAC) and the Science Activities Attitude Sort (SAAS). Results showed that the Combination Group adopted a more inductive/indirect science teaching style than those subjects in the Control Group. Evidence is provided indicating activities that will significantly and positively affect the science teaching style and attitude of pre-service elementary teachers can be designed. (Author/MH)

ED 129 556 SE 018 967
Naegle, Carl J. Novak, Joseph D.
An Evaluation of Student Attitudes, Achievement, and Learning Efficiency in Various Modes of an Individualized, Self-Paced Learning Program in Introductory College Physics. Pub Date Mar 75

Note—37p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Academic Achievement, College Science, *Course Evaluation, Educational Research, *Higher Education, *Individualized Instruction, *Instruction, *Physics, Science Education, Teaching Methods
Identifiers—*Keller Plan, Research Reports

This study was concerned with the production, organization, utilization, and evaluation of an in-

dividualized program of instruction in introductory college physics. Key features of the program included an open-learning center staffed and equipped with a variety of instructional materials, and a self-paced testing arrangement utilizing a number of repeatable mastery examinations. Characteristics of the 125 students randomly selected for the study were ascertained with a background questionnaire and a physics and mathematics pretest. Achievement in the course was determined by the number of units successfully completed. Questionnaires were administered to determine the average amount of study spent per unit, the values assigned by students to particular instructional materials, and student attitudes toward the course. Grade aspiration and mathematical skill proved to be the entry factors having the greatest influence on achievement. Learning efficiency was mostly influenced by sex, the student's anticipated difficulty level of the course, and his possession of physics-related concepts and physics-related mathematical skills. Staff and student attitudes toward the course were favorable, and student achievement improved. (Author/MH)

ED 129 557 SE 019 003
Jones, John L.

Physics Problem Workbook, Instructor Manual. Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 73

Grant—NSF-GJ-28456

Note—30p.; For Student Manual of this series, see SE019004

Available from—Project COMPUTE, Kiewit Computation Center, Dartmouth College, Hanover, New Hampshire 03755 (\$4.00 Instructor and Student Manuals; Make check payable to: Dartmouth College-Project COMPUTE)

Document Not Available from EDRS.

Descriptors—*College Science, *Computer Assisted Instruction, Higher Education, *Instructional Materials, *Physics, Science Activities, Science Education, *Teaching Guides, Undergraduate Study

Identifiers—Project COMPUTE

This publication of Computer Oriented Materials Production for Undergraduate Teaching (COMPUTE), is intended to aid in the development of an autotutorial program for college-level undergraduate physics. Particularly in the area of mechanics, the author feels there is a need for a tutorial program which enables students to use a variety of approaches in the solution of a problem, but at the same time, keeps students from wasting time in unproductive approaches. This report tells how to prepare a computer-assisted tutorial problem drill using BASIC language. The particular problem used in this example is that of the motion of a football thrown at an angle above the horizontal. Solutions to several questions which may be asked concerning the motion of the football appear in the text. (CP)

ED 129 558 SE 019 004
Jones, John L.

Physics Problem Workbook, Student Manual. Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 73

Grant—NSF-GJ-28456

Note—102p.; For Instructor's Manual of this series, see SE019003

Available from—Project COMPUTE, Kiewit Computation Center, Dartmouth College, Hanover, New Hampshire 03755 (\$3.50, make check payable to: Dartmouth College-Project COMPUTE)

Document Not Available from EDRS.

Descriptors—*College Science, *Computer Assisted Instruction, Higher Education, *Instructional Materials, Manuals, *Physics, Problem Sets, Science Education, Supplementary Textbooks, *Workbooks
Identifiers—Project COMPUTE

This workbook contains 50 undergraduate physics problems designed for use in conjunction with a computer in a time-sharing mode. Each of the problems includes a statement of the problem topic, a background description of the problem,

problem objectives, suggested readings, and a related graph or figure. Various topics in general physics are covered, including mechanics, dynamics, and magnetic and electric fields. (MH)

ED 129 559 SE 019 025

Voelker, Alan M.
Science Concept Learning: Needed Lines of Research.

Pub Date Mar 75

Note—30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Concept Teaching, Curriculum, *Educational Research, Instruction, *Learning, Research, Research Methodology, *Research Needs, *Science Education, *Scientific Concepts

Identifiers—Research Reports

Six research areas are suggested and discussed as guidelines for the study of science concept learning. These areas are: (1) definition of a science concept, (2) a taxonomy of science concepts, (3) concept analysis, (4) diagnosis of science concept learning, (5) models for assessing science concept attainment, and (6) status assessment. The need for research in each area is explained in conjunction with comments on deficiencies in the current research in science concept learning. Also discussed are basic questions arising from the nature of science, the nature of learning, and the interactions which promote learning, and ways in which these questions can be built into a research framework. (MH)

ED 129 560 SE 019 029

Markell, Clark Mayer, Victor
An Investigation to Empirically Determine Which Instructional Procedures Produce Optimum Student Growth.

Pub Date Mar 75

Note—24p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975); Contains small print in Figures

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Research, *Instruction, Learning Activities, Science Activities, Science Education, *Scientific Attitudes, Scientific Concepts, *Secondary Education, Secondary School Science, *Teaching Procedures

Identifiers—Research Reports

This study involved the search for statistically significant linear and curvilinear (optimal) relationships between assessed student perceptions about classroom instructional procedures and pre-posttest changes in students' understanding of science concepts, attitudes toward science, and development of interests in science. The nineteen teachers and thirty-eight science classes involved in the study also participated in a research plan that included the administration of several instruments in a pre-posttest design during the academic year. Data were collected using: (1) concept-process tests, (2) the Science Classroom Checklist (SCACL), (3) the Silence and Remmings Interest Scale, and (4) an instrument to measure student attitudes toward science and scientists (BATSS). For this study, the Instructional Activities Instrument was developed, piloted, and administered near the end of the year. A direct/indirect score on this instrument was compared to corresponding pre-posttest change scores as measured by the other four instruments. A linear relationship was found between student attitude toward science as a subject and teacher direct-indirectness, and certain instructional methods were found to lose favor with students if frequently used. (Author/MH)

ED 129 561 SE 019 033

Herron, J. Dudley And Others
Concept Formation as a Function of Instructional Procedure or What Results from Ineffective Teaching.

Pub Date Mar 75

Note—30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975); Contains occasional marginal illegibility in Appendices

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Science, *Concept Formation, *Concept Teaching, Educational

Research, *Higher Education, *Instruction, Learning, *Science Education, Teaching Methods

Identifiers—Research Reports

This investigation was designed to test the hypothesis that the nature of the concept learned by a student is a function of the mode of instruction. Written materials were prepared to teach the concept "mib" to students in a remedial chemistry course. One set of materials presented the concept through a programmed text format consisting of 26 frames which presented the student with a figure and asked if the figure represented a mib; feedback for the frames enabled the student to determine the characteristics of the concept. Another set presented a verbal definition of a mib, a single example, and the instruction for the student to draw 26 mibs. A third set included a verbal definition, no example, and 26 illustrations from which the student selected examples of mibs. Materials were randomly distributed to 150 students. Two days later, students were asked to identify mibs in 20 illustrations and write a definition of a mib. Results indicated that the students who were given a definition developed a different concept than those students who learned the concept through multiple discrimination in the programmed format, indicating that a variety of learning activities are needed for adequate learning of concepts. (Author/MH)

ED 129 562 SE 019 035

Andersen, Hans O.

A Cooperative University/School Model for Secondary Science Teacher Preparation.

Indiana Univ., Bloomington. School of Education.

Pub Date Mar 75

Note—16p.; Occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cooperative Programs, *Curriculum, Educational Programs, Higher Education, Preservice Education, Program Descriptions, *Science Education, *Science Teachers, Secondary Education, Secondary School Science, *Secondary School Teachers, *Teacher Education

Identifiers—*Indiana University

A four-plus semester cooperative school/university science teacher training program at Indiana University is described. This program prepares secondary science teachers with a curriculum that is based on core courses and experiences and minicourses and minilexperiences designed to provide for individual interests and abilities. All of the curriculum components are briefly discussed, especially in relation to the seven stated objectives of the program. (MH)

ED 129 563 SE 019 037

Pella, Milton O.

Scientific Literacy and a Framework of Science.

Pub Date Feb 75

Note—23p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 17-20, 1975); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizenship Responsibility, Educational Research, *Educational Responsibility, *General Education, Instruction, Literacy, *Science Education, Scientific Attitudes, *Scientific Literacy

Identifiers—Research Reports

Science teaching for scientific literacy and science in general education are discussed. Fifteen aspects of a literate citizenry are discussed and related to methods of science teaching. Also discussed are eight factors that define scientific literacy and the relationship of scientific literacy to the general literacy that educators provide. (MH)

ED 129 564 SE 019 495

Marine Program Annual Report 1973.

New Hampshire Univ., Durham. Marine Program.

Pub Date [74]

Note—60p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Ecology, *Marine Biology, *Ocean Engineering, *Oceanology, *Program Descriptions, Science Education, *Scientific Research, Seafood

Identifiers—*New England

This report describes the activities of a program designed to develop the information and systems necessary for managing the Continental

Shelf and Coastal Zone of Northern New England. Ten research areas or projects are discussed: aquaculture, biology and ecology, coastal oceanography, buoy systems studies, man in the sea, marine platforms and controls, preparation and dissemination of information related to ocean engineering, pollution hazards, sea-bottom resources, and the Undergraduate Oceans Project Course. Studies related to each of these areas are presented and include a brief description of the research, progress of the research, and principal investigators. (MH)

ED 129 565 SE 019 499

Physics in Perspective Volume II, Part C, Statistical Data.

National Academy of Sciences - National Research Council, Washington, D.C. Physics Survey Committee.

Pub Date 73

Note—326p.; For Volume I of this series, see ED082942; Not available in hard copy due to numerous small print and marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Factors, *Financial Support, Graduate Study, *Higher Education, *Manpower Needs, Manpower Utilization, *Physics, *Research, Science Education, *Statistical Data

Statistical data relating to the sociology and economics of the physics enterprise are presented and explained. The data are divided into three sections: manpower data, data on funding and costs, and data on the literature of physics. Each section includes numerous studies, with notes on the sources and types of data, gathering procedures, and interpretations. Additional explanatory notes are found in the appendices, such as questionnaire samples, term definitions, and a list of physics subfields. (MH)

ED 129 566 SE 020 322

Benton, Douglas A. And Others
Relations Between Interdisciplinary Project Management and Project Performance.

Pub Date Jun 75

Note—9p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Engineering, *Interdisciplinary Approach, *Management, *Performance, *Research, Science Education, Sciences, *Scientific Research

Two projects concerning the relationship between management capability and communication activities are described; both are considered interdisciplinary projects. Involved were researchers and practitioners from engineering and natural science fields as well as those from the social and managerial sciences. The objectives of the research were to: (1) develop workable criteria for evaluating the effectiveness of large-scale interdisciplinary projects, and (2) identify those organizational and personnel management characteristics most highly related to these criteria. Benefits to be achieved are: (1) to assist in efficient allocation and conservation of Federal dollars, (2) development of an efficient internal operation geared to interdisciplinary research, (3) to develop harmonious working relationships within the university or other large institutions, and (4) to enhance the initiative (and morale) of personnel involved in research. (Author/EB)

ED 129 567 SE 020 347

Rigas, Anthony L.

An Experimental Remote Question-Answer Scan Television and Student Evaluation System.

Pub Date [75]

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Problems, *Educational Television, *Engineering Education, *Higher Education, *Instruction, Science Education, Television

Presented is a description of the development and use of a technical system designed to provide students (in this case, engineering students) situated at remote sites a means for better interaction with their instructors. For example, students at such sites cannot get their immediate questions answered because of the physical location of their

instructor. Several systems are described in which the instructors visit the remote sites at least one or two times during a given course but at the time of this study, it indicated that no student-oriented audiographic feedback system was being used. The system described, referred to as the remote Q-A unit, consists of a slow scan television (SSTV) camera, a TV monitor, a slow-to-fast scan converter, and an audio tape recorder. This system allows storage of information on audio tape for later presentation. The low data rate of the SSTV allows graphic information to be transmitted over conventional telephone circuits. Goals and plans for use of the Q-A unit are presented. Features and advantages of the system are listed. (EB)

ED 129 568 SE 020 360

Roehrke, Robert C.

The Impact of Minicomputers and Microcomputers on the Software-Oriented Curriculum.

Pub Date Jun 75

Note—12p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computers, Curriculum, *Curriculum Design, Engineering, *Engineering Education, *Higher Education

Identifiers—*Minicomputers

Discussed are the requirements of a software-oriented engineering curriculum that also includes use of computer hardware. Three areas are identified as necessary in such a curriculum: functional area users, systems programming, and mini-micro technology. Each of these areas is discussed in terms of instructional methods and suggested topics. Course descriptions are given for such a curriculum at the United States Air Force Academy. (MH)

ED 129 569 SE 020 414

Odum, Jeffrey V., Ed.

Successful Experiences in Teaching Metric.

Department of Commerce, Washington, D.C.; National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-441

Pub Date Jan 76

Note—119p.; Proceedings of a conference in celebration of the one hundredth anniversary of the Metric Convention, 1875-1975, held at the National Bureau of Standards, Gaithersburg, Maryland, May 20-21, 1975; Not available in hard copy due to small print throughout Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order by SD Catalog No. C13.10:441, \$2.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, Conferences, Elementary Secondary Education, *Instruction, *Mathematics Education, Measurement, *Metric System

Identifiers—National Bureau of Standards

In this publication are presentations on specific experiences in teaching metrics, made at a National Bureau of Standards conference. Ideas of value to teachers and administrators are described in reports on: SI units of measure; principles and practices of teaching metric; metric and the school librarian; teaching metric through television and other audio-visual means; teaching metric in elementary schools, in science, in sports and physical education, in home economics, and in vocational education; preservice teacher training; constructing workshops; metric for the blind; metric and state departments of education; and English and Australian experiences in metric education. Accompanying many of these presentations are schematic guidelines, diagrams, bibliographies, and reference lists. The objective of the conference report was to assist educators in their preparation for the change to the metric system. (JW)

ED 129 570 SE 020 474

McKee, Amy, Comp.

Social Sciences in Forestry, A Current Selected Bibliography, No. 39, February 1976.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Forestry and Wildlife Resources.

Pub Date Feb 76

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agriculture, *Annotated Bibliographies, Bibliographies, Conservation (Environment), *Forestry, Management, Manufacturing, *Natural Resources, *Social Sciences, *Trees

Contained in this publication is a selected bibliography of the social sciences in forestry. Material is grouped within a subject matter classification scheme which covers social sciences applied to forestry at large, forestry's productive agents, forest production, manufacturing, and marketing, trade, and demand for forest output. This classification scheme is given in outline form, progressing from the general to the specific. Each notation is alphabetized according to author within the classification scheme and is annotated for content or coverage. Publisher, date, and number of pages are reported for each. A cross reference index, used in conjunction with the subject matter classification scheme, is included as well as an appendix of theses and dissertations in process in the United States and Canada. (MA)

ED 129 571 SE 020 477

An Introduction to the SI Metric System. Inservice Guide for Teaching Measurement, Kindergarten Through Grade Eight.

California State Dept. of Education, Sacramento.

Pub Date 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Elementary School Mathematics, Elementary Secondary Education, *Guides, Instruction, Mathematics Education, *Measurement, *Metric System, Secondary School Mathematics, Teacher Education, Teaching Guides

This handbook was designed to serve as a reference for teacher workshops that: (1) introduce the metric system and help teachers gain confidence with metric measurement, and (2) develop classroom measurement activities. One chapter presents the history and basic features of SI metrics. A second chapter presents a model for the measurement program. A third chapter presents sample activities for length, mass, time, and temperature. The instructional models are based on four stages of development which incorporate six learning processes important for conceptual growth in measurement. The handbook concludes with selected references. (Author/JW)

ED 129 572 SE 020 478

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 75

Note—97p.; For a related document, see ED059910

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Algebra, *Curriculum, Elementary School Mathematics, Elementary Secondary Education, Evaluation Criteria, Geometry, *Guidelines, *Mathematics Education, Secondary School Mathematics, *State Curriculum Guides, *Statewide Planning

Identifiers—*California

This report, prepared by a statewide Mathematics Advisory Committee, revises the framework in the Second Strands Report of 1972, expanding it to encompass kindergarten through grade 12. Strands for kindergarten through grade 8 are: arithmetic, numbers, and operations; geometry; measurement, problem solving/applications; probability and statistics, relations and functions, and logical thinking. Goals of mathematics instruction and the early education program are discussed as well as specific program objectives for each strand. The strands for grades 9 through 12 are: arithmetic of real numbers, algebra, geometry, measurement, problem solving/applications, probability and statistics, relations and functions, logical thinking, and computers. Goals of instruction and objectives of the mathematics program are presented followed by general discussion of minicourses, remedial clinic programs, resource centers, programs for talented students, and college preparatory programs for technically and nontechnically oriented students. The appendices present: (1) program objectives by levels for each strand kindergarten through grade 8; (2) a time line for implementation of the metric system; and (3) criteria for evaluating instructional materials for kindergarten through grade 8. (JW)

ED 129 573 SE 020 508

Biology 100-A.

Pensacola Junior Coll., Fla.

Pub Date [76]

Note—113p.; Contains some light and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Biology, *College Science, Higher Education, *Instructional Materials, *Junior Colleges, Science Activities, Science Education, *Textbooks

This publication is the course guide book for a one-semester, non-laboratory junior college course in biology. Included for each topic are lesson objectives, learning materials, and discussion ideas for seminar groups. Topics include the organization of life, heredity, reproduction, the meaning of biology to modern man, and homeostasis and cybernetics in animals, plants, and cells. (MH)

ED 129 574 SE 020 510

Blosser, Patricia E.

How to Ask the Right Questions.

National Science Teachers Association, Washington, D.C.

Pub Date 75

Note—9p.

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14698, \$0.50; Orders of \$2.00 or less must be prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Processes, Effective Teaching, Elementary Education, *Inquiry Training, *Instruction, *Questioning Techniques, Science Education, Secondary Education, *Teaching Techniques, *Time Factors (Learning)

This booklet provides methods that teachers can use to analyze questioning techniques and suggests ways that teachers can develop variety in the type of questions they ask. Both Bloom's "Taxonomy of Educational Objectives, Handbook I: Cognitive Domain," and the Question Category System for Science are discussed as systems for classifying questions. Suggestions are given for recognizing question types and for devising open questions to use in the classroom. The importance of pausing for a sufficient amount of time between questions is also discussed. A selected bibliography is included. (MH)

ED 129 575 SE 020 781

Joyal, Lloyd H. And Others

What's Your M. Q.?

Wisconsin Univ., Eau Claire.

Pub Date Apr 75

Note—129p.

Available from—Lloyd H. Joyal, Department of Elementary Education, University of Wisconsin - Eau Claire, Eau Claire, Wisconsin 54701 (no price quoted)

Document Not Available from EDRS.

Descriptors—Attitudes, *Creativity, Educational Games, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Materials, *Learning Activities, Mathematics Education, Puzzles

This volume presents a collection of problems designed for use in weekly activities in elementary classes. The activities were designed to assist teachers in encouraging creativity and divergent thinking in mathematics. The problems included were originally published in diverse sources. Each problem is coded to indicate the content area and the location of the problem in the original source. Problems included in the volume represent 29 content areas; 7 of these areas are related to arithmetic, 5 to geometry, and the others to measurement, probability, logic, ordered pairs, and time and money. A separate section provides answers to all problems. A discussion of creativity in mathematics, results of psychological research related to creativity, and recommendations of mathematics educators for nurturing creativity serves as an introduction to the activities. (SD)

ED 129 576 SE 020 858

Biggs, Jon S. Whitehead, Gary R.

An Empirical Study of the Pseudo-Paradoxical Effect on Correlation of Extreme Univariate Selection in the Three-Variable Case.

Pub Date Apr 76

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Correlation, *Data Analysis, *Educational Testing, Elementary Secondary Education, *Research, Sampling, Standardized Tests, Statistical Analysis, *Statistical Bias, Tests
Identifiers—Research Reports

Five three-variable combinations were obtained from a variety of standardized test scores of 331 male children. These five groups were treated as unrestricted populations of the case III variety. Extreme univariate selection was produced in each group allowing for tests of differences between the correlation values of the two incidental variables in the restricted and unrestricted groups and between the predicted correlation of incidental variables in the restricted sample and the actual value. Results indicated that the case III correction formula is appropriate under conditions of extreme univariate selection and that restriction of range does not invariably decrease correlations. (Author/SD)

ED 129 577 SE 020 867
Brown, Marjorie M. Strom, Sharon M.

Curriculum Materials in Consumer Education. Volume I.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education. Pub Date [76]

Note—368p.; For Volumes II-IV of this series, see SE020868-870

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (no price quoted)

Document Not Available from EDRS.
Descriptors—Consumer Economics, *Consumer Education, *Curriculum, *Instructional Materials, Science Education, *Secondary Education

Five problems dealing with consumer education are presented in this book: (1) Why study human behavior? (2) Recognizing consumer problems in American society; (3) Recognizing that price and brand name are not necessarily measures of quality; (4) Increasing purchasing power and personal satisfaction through making a search for information; and (5) Determining our wants and planning for them. Each problem is dealt with at three conceptual levels. Curriculum materials for each of the levels include objectives, directed activities, suggestions for feedback to students, a list of materials required for teaching each stage, and teacher references. Supporting materials include comparative prices, case studies, worksheets, and special references. (MH)

ED 129 578 SE 020 868
Brown, Marjorie M. Strom, Sharon M.

Curriculum Materials in Consumer Education. Volume II.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education. Pub Date [76]

Note—289p.; For Volumes I-IV of this series, see SE020867-870

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (no price quoted)

Document Not Available from EDRS.
Descriptors—Consumer Economics, *Consumer Education, *Curriculum, *Instructional Materials, Science Education, *Secondary Education

Identifiers—Advertising

This volume explores the problem of taking an intelligent approach to advertising. Curriculum materials are provided for three conceptual levels of this problem and include objectives, directed activities, suggestions for feedback to students, a list of materials required for teaching each stage, and teacher references. Support materials include comparative prices, case studies, worksheets, and special references. (MH)

ED 129 579 SE 020 869
Brown, Marjorie M. Strom, Sharon M.

Curriculum Materials in Consumer Education. Volume III.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education. Pub Date [76]

Note—343p.; For Volumes I-IV of this series, see SE020867-870

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (no price quoted)

Document Not Available from EDRS.
Descriptors—*Business Subjects, Consumer Economics, *Consumer Education, *Curriculum, *Instructional Materials, Science Education, *Secondary Education

lum, *Instructional Materials, Science Education, *Secondary Education

This volume explores the problem of being knowledgeable about business practices. Curriculum materials are provided for three conceptual levels of this problem and include objectives, directed activities, suggestions for feedback to students, a list of materials required for teaching each stage, and teacher references. Support materials include comparative prices, case studies, worksheets, and special references. (MH)

ED 129 580 SE 020 870
Brown, Marjorie M. Strom, Sharon M.

Curriculum Materials in Consumer Education. Volume IV.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education. Pub Date [76]

Note—142p.; For Volumes I-III of this series, see SE020867-869

Available from—Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, Minnesota 55110 (no price quoted)

Document Not Available from EDRS.
Descriptors—Citizenship Responsibility, Consumer Economics, *Consumer Education, *Credit (Finance), *Curriculum, *Instructional Materials, Science Education, *Secondary Education

Two problems dealing with consumer education are presented: (1) Obtaining and using credit; and (2) Meeting obligations as a citizen-consumer. Each problem is dealt with at three conceptual levels. Curriculum materials for each of the levels include objectives, directed activities, suggestions for feedback to students, a list of materials required for teaching each stage, and teacher references. Supporting materials include comparative prices, case studies, worksheets, and special references. (MH)

ED 129 581 SE 020 950
Schlenker, Richard M.

Precollege Marine Science Education 1973 Through 1976.

Pub Date 76

Note—39p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Curriculum, *Educational Programs, *Elementary Education, Elementary School Science, Instruction, *Literature Reviews, *Oceanology, Science Education, *Secondary Education, Secondary School Science

Identifiers—*Marine Science

A search of the literature on marine science education from 1973 through 1976 is presented. The major abstracting services were searched for January 1973 through February 1976 using the various marine science descriptors. In all, 67 articles were located which in some way were related to precollege marine science instruction. The largest category of literature contained articles on marine science programs; most of these were designed for infusion into already existing programs. Most of the program activity was located from Delaware south on the east coast and along the west coast, especially in California. (Author/MH)

ED 129 582 SE 020 979
Doughty, Ted G. Richiger, Georgina M.

Classroom Learning Centers: Animals, Levels A-D. A Supplementary Approach for Teaching Science and Art.

San Diego City Schools, Calif.

Pub Date 75

Note—53p.; For related document, see SE020980; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Animal Behavior, *Animal Facilities, Biological Sciences, Curriculum, Elementary Education, *Elementary School Science, *Instructional Materials, *Interdisciplinary Approach, Primary Grades, Science Education, Zoos

This publication includes curriculum materials on animals for grades K-4. The major purposes of this publication are to foster individualized and interdisciplinary science and art activities within elementary classrooms and to provide pupils and teachers with suggestions to encourage the use of zoos, animal parks, and natural history museums. Activities are described for studying animal babies, animal communities, animal habitats, and the web of life. (MH)

ED 129 583 SE 020 980
Doughty, Ted G. Richiger, Georgina M.

Classroom Learning Centers: Animals, Levels E-I. A Supplementary Approach for Teaching Science and Art.

San Diego City Schools, Calif.

Pub Date 75

Note—60p.; For related document, see SE020979

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Animal Behavior, *Animal Facilities, Biological Sciences, Curriculum, Elementary Education, *Elementary School Science, *Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Science Education, Zoos

This publication includes curriculum materials on animals for grades 4-6. The major purposes of this publication are to foster individualized and interdisciplinary science and art activities within elementary classrooms and to provide pupils and teachers with suggestions to encourage the use of zoos, animal parks, and natural history museums. Activities are described for studying animal adaptations, prehistoric animals, animal conservation, animal behavior, and animals in captivity. (MH)

ED 129 584 SE 021 154
Ravin, Arnold W.

Conservation and Innovation in Science, A Continuing Quest for Authority. NHE Working Paper E-1003.

National Humanities Faculty, Concord, Mass.

Spons Agency—American Council of Learned Societies, New York, N.Y.; American Council on Education, Washington, D.C.

Report No.—NHE-WP-E-1003

Pub Date Jul 72

Note—12p.; Paper presented at the Question of Authority Workshop (Durham, New Hampshire, July, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, *Guidelines, *Philosophy, Science Education, *Sciences, *Scientific Enterprise, *Social Sciences

Presented is a discussion of how man first thought about authority, origins of authority, and a consideration of belief and authority. Progress in science and behavior of scientists is considered. (EB)

ED 129 585 SE 021 157
Introduction to Sonar, Naval Education and Training Command, Revised Edition.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10130-C

Pub Date 76

Note—233p.; Photographs and shaded figures may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-050-6510; No price quoted)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Acoustics, *Inservice Education, *Instructional Materials, *Marine Technicians, Military Personnel, Military Training, *Physics, Science Education, *Technical Education, Textbooks

Identifiers—*Navy, *Sonar

This Rate Training Manual (RTM) and Nonresident Career Course form a self-study package for those U.S. Navy personnel who are seeking advancement in the Sonar Technician Rating. Among the requirements of the rating are the abilities to obtain and interpret underwater data, operate and maintain upkeep of sonar equipment, and interpret target and oceanographic data. Designed for individual study and not formal classroom instruction, this book provides subject matter that relates directly to the occupational qualifications of the Sonar Technician Rating. Included in the book are chapters on the physics of sound, the bathythermograph, principles of sonar, basic fire control, test equipment and methods, and security. (Author/MH)

ED 129 586 SE 021 177
Justice, Arthur

Component: Curriculum Methods and Materials. Mathematics Modules.

Emporia Kansas State Coll.

Pub Date [75]

Note—43p.; Not available in hard copy due to marginal legibility throughout original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Guides, Elementary School Mathematics, *Elementary School Teachers, Higher Education, Instruction, *Mathematics Education, *Teacher Education, *Teaching Methods

This series of seventeen modules was designed for use in teaching future elementary-school teachers methods for mathematics instruction. Each module is devoted to a general topic of importance to the elementary mathematics curriculum, and contains an overview, a statement of the module objective, a plan for preassessment, a list of several enabling objectives, a list of suggested activities, and suggested posttest plans. Module topics are: (1) introduction, (2) aids to teaching, (3) geometry, (4) sets and related topics, (5) place value, (6) numbers and numerals, (7) number theory, (8) real numbers, (9) addition and subtraction, (10) multiplication and division, (11) measurement, (12) fractions, (13) decimals, (14) problem solving, (15) graphs and charts, (16) logic, and (17) probability. (SD)

ED 129 587

SE 021 179

Petrie, Edwin T.

Air Age Education. Aviation Career Awareness Program.

Cessna Aircraft Co., Wichita, Kans.

Pub Date Nov 75

Note—83p.; Kit to make model airplane and several small instruction pamphlets are not included

Available from—Cessna Aircraft Company, Air Age Education Department, P.O. Box 1521, Wichita, Kansas 67201 (\$4.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Aerospace Education, Aviation Technology, Career Education, Careers, Elementary Education, *Elementary School Science, *Instructional Materials, Science Education, *Teaching Guides

Described is a program designed to help introduce the broad scope of occupational careers available with general aviation. The program is designed to aid the teacher in presenting the basic principles of flight, essential facts about general aviation as well as its occupational opportunities. It replaces previous elementary student materials, and integrates career awareness lesson plans and activities with the most popular items incorporated in the previous kits. The program offers a series of booklets, cloud charts, an airplane model with movable control surfaces, a flight chart and a road map. Each of the units in this book begins with objectives related to learning basic principles of aviation and objectives designed to provide awareness of careers appropriate to each unit. The objectives are linked to teaching strategies and resource materials. (Author/EB)

ED 129 588

SE 021 240

Harrisberger, Lee And Others

Restructuring Undergraduate Science Education at Worcester Polytechnic Institute, Worcester, Massachusetts. A Summative Assessment by the NSF-WPI Project Advisory Committee Constituted from 1972-75. Project Report No. 1.

Worcester Polytechnic Inst., Mass.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date Jul 75

Grant—NSF-GY-9353

Note—132p.; For related documents, see SE021241-242; Contains occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—College Science, *Curriculum Development, Educational Alternatives, *Educational Assessment, *Educational Programs, *Engineering Education, *Higher Education, Science Education, Technical Education, *Undergraduate Study

Identifiers—Research Reports, *Worcester Polytechnic Institute

Worcester Polytechnic Institute (WPI), following two and one half years of intensive study and planning, has developed and begun the implementation of a PLAN for a new and comprehensively different educational program, responsive to the needs of individual students, society, and encouraging sensitivity to the ideas and values of civilization. In May 1972, the National Science Foundation's Directorate for Science Education through its program, Restructuring the Undergraduate Learning Environment (RULE),

granted WPI the prototype award for this program. The purpose of this document is to transmit to the public one of the products of that project. The grant included several provisions for external evaluation of the program; one of these evaluations being based upon periodic reports of a visiting committee of several representatives from the fields of education, science, engineering, and industry. During the years 1972-75, the committee periodically observed and reacted to WPI's process of change. The reports contained in this publication are the first WPI-NSF Advisory Committee members' summary assessments of the project. Included in the appendix is a partial summary of papers, publications and news stories published to date. (BT)

ED 129 589

SE 021 241

Lutz, Francis C. And Others

A Guide to Off-Campus Student Project Center Operations. A Manual Based Upon the Model Project Center of Worcester Polytechnic Institute, Worcester, Massachusetts. Project Report No. 2.

Worcester Polytechnic Inst., Mass.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date Dec 75

Grant—NSF-GY-9353

Note—99p.; For related documents, see SE021240-242

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Science, *Curriculum Development, Educational Alternatives, Educational Programs, *Engineering Education, *Field Experience Programs, *Higher Education, Program Guides, Science Education, *Student Projects, *Undergraduate Study

Identifiers—*Worcester Polytechnic Institute

Under a 1972 grant from the National Science Foundation's College Science Improvement Program (CoSIP), Worcester Polytechnic Institute (WPI) undertook a major educational experiment involving the total reorientation of its educational programs. The encompassing effort is referred to as the WPI PLAN. A major facet of the WPI PLAN involves student project work in off-campus settings, with an emphasis on independent study of real-life problems involving the interaction of technology with society. This manual describes the development and operation of one of WPI's off-campus educational project centers for such activities located in Washington, D.C. The operation of the center, including the definition of program objectives and the program's development, implementation, and evaluation, are presented. Guidelines are indicated for financing an off-campus center. As the concept of the off-campus educational center is considered transferable to other institutions, this guide is intended to facilitate the adoption of those elements of the WPI center applicable to the majority of post-secondary institutions. (BT)

ED 129 590

SE 021 242

Cohen, Karen C.

The Impact of the WPI PLAN on Students. A Report of a Three Year Longitudinal Study at Worcester Polytechnic Institute, Worcester, Massachusetts, 1972-75. Project Report No. 3.

Worcester Polytechnic Inst., Mass.

Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date Nov 75

Grant—NSF-GY-9353

Note—197p.; For related documents, see SE021240-241; Contains occasional marginal legibility in Appendices A and C

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Curriculum Development, Educational Assessment, Educational Programs, *Engineering Education, *Evaluation, *Higher Education, *Instruction, Science Education, Student Opinion, *Undergraduate Study

Identifiers—Research Reports, *Worcester Polytechnic Institute

Under a 1972 grant from the National Science Foundation's College Science Improvement Program (CoSIP), Worcester Polytechnic Institute undertook a major educational experiment involving the total reorientation of its educational programs. The encompassing effort is referred to as the WPI PLAN. Several modes of evaluation have been and continue to be employed to assess the nature and impact of the events that have

been occurring at WPI. One of these has been a systematic study of the effects of the WPI PLAN on the WPI student body, including comparative studies involving students at other institutions. This document is a comprehensive report of those studies conducted during the years 1972-75. The findings attempt to relate to one key question: Is the WPI PLAN an improvement or a mistake from the student point of view? This report focuses specifically on five broad areas: (1) competence; (2) self-concepts; (3) attitudes and educational goals; (4) background and ability factors; and (5) perceptions of the school environment and use of time. Results indicate the students are spending more time in activities related to their overall learning, although less of this time is through a direct contact/lecture format than at comparison schools and more in self-governed activities. (BT)

ED 129 591

SE 021 251

Schaff, William L.

The High School Mathematics Library. Sixth Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 76

Note—74p.; For the Fifth Edition of this document, see ED076428

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston Virginia 22091 (\$2.50; Discounts on quantity orders; \$1.00 service charge on cash orders totaling less than \$5.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Bibliographies, Booklists, *Instruction, Instructional Materials, Library Planning, *Mathematical Enrichment, Mathematics, Mathematics Education, Secondary Education, Secondary School Mathematics, Teacher Education

This booklist was designed as a guide for selecting materials for inclusion in a secondary school mathematics library and for identifying new books and periodicals of professional interest to teachers of mathematics. Approximately 925 listings are included, some with annotations; about one-fourth of these are starred to indicate the author's estimate of high importance or quality. This listing is organized into 19 categories including six classifications of mathematical content, expository mathematics, foundations and philosophy of mathematics, history, biographies, recreational mathematics, science and mathematics, metric measures, computers, professional books for teachers, dictionaries and handbooks, NCTM publications, and periodicals. An appendix provides a directory of publishers. (SD)

ED 129 592

SE 021 254

Schaffer, Larry E. Vargo, Robert A.

Students' Science Attitudes and Self-Concepts in Science as a Function of Role Specific Pupil/Teacher Interpersonal Compatibility.

Pub Date Apr 76

Note—27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document; Figures 2, 3 and 4, pages 5, 7 and 8 were removed due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, *Educational Research, Interpersonal Relationship, Science Education, *Scientific Attitudes, *Secondary Education, Secondary School Science, *Self Concept, *Student Teacher Relationship

Identifiers—Research Reports

The purpose of this study was to develop and use both a totally role-specific measure of pupil/teacher compatibility and a measure of students' perception of compatibility to predict students' science attitudes and self-concepts in science. A sample of seven ninth-grade science teachers and the 334 students in their 16 classes was administered a set of attitude, interpersonal compatibility, and self-concept instruments. Among the findings of the study were: the regression equations consisting of 18 compatibility variables, sex, and six coded teacher variables accounted for a significant amount of variation in both self-concept in science and science attitude; girls had lower attitudes toward science than boys; students who perceived a greater originator control compatibility between themselves and

their teachers tended to have higher self-concepts in science; and students with greater role-specific reciprocal control compatibility tended to have higher self-concepts in science. (Author/MH)

ED 129 593 SE 021 278

Dienes, Zoltan P. And Others
Three Mathematics Projects of the Dienes Type.
Pub Date [73]

Note—194p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, Educational Change, Elementary Education, *Elementary School Mathematics, Evaluation, International Education, Learning, *Learning Theories, *Mathematics Education, Modern Mathematics
Identifiers—*Canada, *Hungary

This book-length manuscript discusses some of the developments in mathematics, psychology and educational theory which have influenced new mathematics curricula. The projects are discussed in detail: (1) the OPI Mathematics Project begun in Budapest, Hungary; (2) the Sherbrooke Project in Quebec, Canada; and (3) the New York Project in New York City. Discussions of each project include brief historical comments, descriptions of the learning environments and vignettes of classroom discourse. Classroom objectives and procedures are related to the theories of Dienes, Piaget, and others. A chapter on evaluation discusses the need to evaluate curriculum projects and the difficulties of making certain types of assessments. The evaluation of the three projects is discussed. Future trends in mathematics education are predicted. Appendices provide a listing of some current projects on the teaching of modern mathematics and descriptions of materials used in the three projects. (SD)

ED 129 594 SE 021 279

Hoffman, Joseph R. Tardif, Robert F.
A Plan for Improving Mathematics Instruction in California Elementary Schools. Final Report of the Mathematics Education Task Force.

California State Dept. of Education, Sacramento. Pub Date 76

Note—63p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$1.25 plus 6% sales tax)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Planning, Elementary Education, *Elementary School Mathematics, Instruction, *Instructional Improvement, Mathematics Education, Research, *Statewide Planning, *Surveys
Identifiers—*California

In a project designed to improve elementary school instruction in mathematics, the California Department of Education collected achievement and profile data from 67 elementary schools. Schools were classified according to size, socioeconomic status, minority representation and mobility of students, city size, and type of community. Profile data were related to instructional practice, teacher characteristics, leadership activities, and community involvement. Data were analyzed to identify profile elements which distinguished between high and low achievement schools in the same classification. These data affirmed 60 hypotheses whose implications are discussed in this document. These hypotheses led to plans for workshops in leadership training and for implementation workshops in the schools. The purposes, characteristics, and planning of these workshops are discussed. Appendices provide copies of the survey instrument, information on making school profiles, instruments for evaluating workshops, and transparency masters for use in workshops. (SD)

ED 129 595 SE 021 287

Holzheimer, Diane, Ed.
Appraisal, Children's Science Books, Vol. 9, No. 2.
Children's Science Book Review Committee, Cambridge, Mass. Pub Date 76

Note—46p.

Available from—Appraisal, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138 (Subscription, \$6.00/year; \$2.00 ea.)

Document Not Available from EDRS.

Descriptors—Booklists, *Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, Instructional Materials, Library Material Selection, Science Education, *Science Materials

Annotations of children's science books, taken from reviews written by librarians and science specialists, are presented. Titles are arranged alphabetically by author. Ratings are given ranging from excellent through unsatisfactory. Price and age level are given for each book. A cumulative list of librarians and specialists who contributed to the contents of this volume is included. Sixty-seven children's science books are reviewed. (EB)

ED 129 596 SE 021 311

Grayson, Lawrence P., Ed. Biedenbach, Joseph M., Ed.

Proceedings 1976 College Industry Education Conference.

American Society for Engineering Education, Washington, D.C. Pub Date 76

Note—456p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Conferences, *Engineering, *Engineering Education, Higher Education, Industry, Inservice Education, *Manpower Needs, Professional Continuing Education, *School Industry Relationship, Technology, Vocational Development

Included in these Proceedings are the papers presented at the 1976 College Industry Education Conference. The collected papers, about half of them by industry representatives, deal with the theme "Engineering and Technology Manpower Requirements for the Next Decade." Topics include the supply and demand of engineers, continuing education and career development, registration and certification, experiential learning, and the impact of the conversion of metric measurement. (MH)

ED 129 597 SE 021 328

Kilbourn, Brent

Identifying World Views Projected by Science Teaching Materials: A Case Study Using Pepper's WORLD HYPOTHESES to Analyze a Biology Textbook.

Pub Date 74

Note—381p.; Ph.D. Dissertation, University of Toronto; Contains occasional small and light type; Appendix V, pages A160-A317 were removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Biology, *Content Analysis, Doctoral Theses, *Educational Research, Instruction, *Instructional Materials, Science Education, Secondary Education, *Secondary School Science, *Textbooks

Identifiers—Research Reports

The purpose of this study is to develop and demonstrate the use of a conceptual framework for assessing the potential of "world view" as a concept for understanding important issues in science education. The framework is based on Stephen C. Pepper's treatment of six world hypotheses (animism, mysticism, formism, mechanism, contextualism, and organicism) in his book *WORLD HYPOTHESES*. The study has three major parts. The first is the development of the framework (analytical scheme). The second is its use as a perspective for understanding the relationship between world view and social issues, with special reference to the relevance of this relationship to curriculum concerns. The third is a case-study, demonstrative analysis of a biology textbook, which shows how the analytical scheme can be used to detect the projection of world views to students in science teaching materials. (Author/MH)

ED 129 598 SE 021 379

White, Arthur L. And Others

A Survey of Science Teaching in Public Schools of the United States (1971), Volume 2, Secondary Schools.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—132p.; For Vol. 1 of this series, see ED093715; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.05)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, *Educational Research, Instruction, Public Schools, *School Surveys, *Science Education, *Secondary Education, Secondary School Science, *Statistical Surveys, Teacher Education
Identifiers—Research Reports

The purpose of this study was to collect a bank of data on the teaching of science that could serve as a basis of comparison for trend analysis. The information obtained in this survey provides a description of science teaching practices and selected science teacher characteristics in the United States. Comparisons with data to be obtained in future studies will help decision makers regarding changes taking place in programs, instruction, facilities, and teacher education. The data are organized according to eight regions of the country: Great Lakes, Farwest, New England, Midwest, Southwest, Rocky Mountains, Plains, and Southeast. A total of 276 variables were included in the data-gathering questionnaires. These variables are reported in one of the following six categories: school organization, scheduling, and enrollment variables; use of resources variables; science course variables; science course improvement project variables; teacher characteristics and background; and teaching practices, preferences, and concerns. The means, standard deviations, and number of responses for each of the variables for each of the regions were computed, and results are given for correlation and multiple regression analyses of selected variables. Both the principal's and the science teacher's questionnaire are included as appendices. (Author/MH)

ED 129 599 SE 021 388

Lowell, Walter E.

A Comparative Study of Abstract Learning in Mentally Retarded and Normal Subjects.

Pub Date Apr 76

Note—35p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Concept Formation, *Educational Research, *Instruction, *Learning, Learning Difficulties, Learning Theories, *Mentally Handicapped, Mental Retardation, *Science Education

Identifiers—Research Reports

This presentation reports results of an investigation of the role of abstract thinking in human learning. Involved were 37 mentally retarded subjects, 62 normal subjects with equivalent chronological ages, and 50 normal subjects with chronological ages equivalent to the mean mental age of the mentally retarded group. Each subject was taught a six level order of classification with an increasing degree of difficulty and abstraction. At each level, the subject was presented with two concrete examples, then asked to select two others from a choice of six. The mentally retarded subjects performed significantly below their mental age and chronological age equivalents. The analysis indicated a strong dependence upon concrete cues and an incapacity of organizing information into conceptual hierarchical arrays by mentally retarded children. (SL)

ED 129 600 SE 021 394

Klausmeier, Herbert J. And Others

The Effectiveness of Experimental Lessons in Accelerating Children's Attainment of the Concept "Tree." Technical Report No. 372.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-372

Pub Date Jan 76

Contract—NE-C-00-3-0065

Note—50p.; Report from the Project on Conditions of School Learning and Instructional Strategies; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, Concept Formation, *Educational Research, Elementary Education, *Elementary School Students, *Instruction, Intellectual Development, Research, *Science Education

Identifiers—Piagetian Research, Research Reports

This document reports the results of two studies performed to determine the effectiveness of special lessons in facilitating the attainment by children of the basic concept "tree." The first study, which utilized 103 fifth-grade students, also investigated the effects of pretesting. Results showed no significant effects of pretesting and no significant treatment effects. The second study utilized 64 third-grade students divided into a control group and an experimental group. Results showed the experimental group performed better than the control group on tests for the formal level attainment of the basic concept presented. (SL)

ED 129 601 SE 021 395

Dasbach, Joseph M.

Science for Society: A Bibliography, Sixth Edition. American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-Misc-Pub-76-2

Pub Date 76

Note—104p.

Available from—Office of Science Education, American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (1-9 copies, \$2.00 ea., over 10 copies, \$1.50 ea.)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Bibliographies, *Environment, Environmental Education, Humanities, Literature Reviews, Reference Materials, *Science Education, Sciences, *Technology

Presented is an annotated bibliography of selected books published from 1972-75 and articles appearing from July 1974 to July 1975 with topics focusing on the interrelationship of human-kind, the environment, science, and technology. For students and teachers in the natural and social sciences at both secondary and college levels, the listings are referenced into eleven principal categories: aging and death; conflict; energy; environmental manipulation; ethics, values, responsibility, and science; health care; natural resources; pollution; population; technology and humankind; and transportation. The bibliography includes the identification of resources, provides access to interrelationships among science-society issues, and provides ideas for course/study outlines in the area of science-society issues. (Author/SL)

ED 129 602 SE 021 397

Schwartz, Sid L., Ed.

Energy Films Catalog. Energy Research and Development Administration, 1976. Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date 76

Note—82p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Catalogs, *Energy, *Films, General Science, *Instructional Films, *Instructional Materials, *Physical Sciences, Science Education

Identifiers—Energy Research and Development Administration, ERDA

This is the first edition of the Energy Research and Development Administration (ERDA) catalog of available motion picture films. One hundred and eighty-eight films, principally relating to energy, are briefly described and classified into three understanding levels. All films are loaned free; complete borrowing instructions and request forms are provided. (SL)

ED 129 603 SE 021 398

Simmons, Henry

The Economics of America's Energy Future. Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date [76]

Note—67p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Economics, *Energy, Environmental Education, Pamphlets, Physical Sciences, Science Education

Identifiers—*Energy Research and Development Administration, ERDA

This is an Energy Research and Development Administration (ERDA) pamphlet which reviews economic and technical considerations for the future development of energy sources. Included are sections on petroleum, synthetic fuels, oil shale, nuclear power, geothermal power, and solar energy. Also presented are data pertaining to U.S. energy production and consumption, typical project times to complete development of various types of energy facilities, and estimated U.S. energy reserves. (SL)

ED 129 604 SE 021 399

Dukert, Joseph M.

High-Level Radioactive Waste: Safe Storage and Ultimate Disposal.

Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Environment, Natural Sciences, *Nuclear Physics, Physical Sciences, *Pollution, *Safety, *Waste Disposal

Identifiers—*Nuclear Power Plants

Described are problems and techniques for safe disposal of radioactive waste. Degrees of radioactivity, temporary storage, and long-term permanent storage are discussed. Included are diagrams of estimated waste volumes to the year 2000 and of an artist's conception of a permanent underground disposal facility. (SL)

ED 129 605 SE 021 400

Angelo, Joseph A., Jr.

Stamps Tell the Story of Nuclear Energy.

Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date 75

Note—96p.; Photographs of stamps may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Nuclear Physics, *Physics, *Science History, *Scientists

Identifiers—*Energy Research and Development Administration, ERDA, Postage Stamps

This document provides a summary history of the individual scientists principally responsible for the development of nuclear physics and a survey of modern utilization of atomic energy. Identified throughout the booklet are postage stamps illustrating each individual and topic discussed. (SL)

ED 129 606 SE 021 403

Dukert, Joseph M.

Atoms on the Move: Transporting Nuclear Material.

Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date 75

Note—62p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Instructional Materials, *Nuclear Physics, Physics, *Safety, *Transportation

Identifiers—*Energy Research and Development Administration, ERDA

This is an Energy Research and Development Administration pamphlet outlining in detail the many aspects involved in safe transportation of all types of nuclear materials. The detailed safety regulations and designs of various shipping packages and containers are emphasized. Included are maps of waste burial sites and fuel production facilities, an appendix on federal nuclear packaging restrictions, and a bibliography of government documents and films relating to transportation of nuclear materials. (SL)

ED 129 607 SE 021 409

Gilmartin, Kevin J. And Others

Development of Scientific Careers: The High School Years. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 76

Grant—NSF-EPP-74-11549

Note—216p.; Contains numerous small print in Tables and Appendices

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Career Choice, *Careers, *Educational Research, Research, *Science Careers, Science Education, *Secondary Education

This document investigates the processes which influence a high school student's move toward or away from a career in science. Utilizing a Scientific Potential Index, 1,200 scientists and 22,500 non-scientists who were in high school in 1960, and 1,142 current high school students were interviewed concerning career plans and related matters. Findings included: (1) career plans are strongly related to parents' level of education; (2) the largest determinant of successful achievement of career plans in science is math ability; (3) the number of females planning science careers has tripled since 1960; (4) underrepresentation of women in science is mediated by factors not related to ability; (5) the measured mean Scientific Potential and the science career plans among blacks and Spanish surname students are far lower than those of whites and Orientals; and (6) socioeconomic family status related positively to Scientific Potential but appeared to be entirely mediated through abilities that had developed by the eleventh grade. (SL)

ED 129 608 SE 021 410

Powell, Robert, Ed.

University of California Sea Grant College Program, Annual Report 1974-1975. September 1, 1974 to August 31, 1975.

California Univ., San Diego, La Jolla. Inst. of Marine Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—IMR-76-5; SG-47

Pub Date [76]

Grant—USDC-04-5-158-44021

Note—116p.; For related documents, see ED111646-647; Photographs may not reproduce well

Available from—Sea Grant College Program, University of California, Institute of Marine Resources, La Jolla, California 92093 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annual Reports, *Ecology, Marine Biology, Marine Technicians, *Ocean Engineering, *Oceanology, *Research, Research Projects

Identifiers—*Sea Grant Program

Presented is a general overview and summary of the 1974-1975 Sea Grant Program activities and research. Included are marine advisory services, education, coastal resources, aquaculture, fisheries, new marine products, and energy resources. (SL)

ED 129 609 SE 021 412

Mathematical Models for the Education Sector, Supporting Material to the Survey. (Les Modeles Mathematiques du Secteur Enseignement. Annexes. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—169p.; Supporting document to ED090094; Marginal legibility throughout entire document

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.E., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Conceptual Schemes, Educational Policy, *Educational Practice, Instructional Systems, *Mathematical Models, Models, Questionnaires, Research Utilization, *Statistical Data, Surveys, Tables (Data)

This document contains supporting material for the survey on current practice in the construction and use of mathematical models for education. Two kinds of supporting material are included: (1) the responses to the questionnaire, and (2) supporting documents and other materials concerning the mathematical model-building effort in education. Replies to the questionnaire are first cross-classified by country, and then by general characteristics of the model, type of institution responsible for constructing the model, levels of education covered by the model, nature of the mathematical relationships, the parameter estimation procedures used, the type of model, and sources of information. A list of the documents, a list of respondents, the questionnaire, an index to model titles, and a master index of characteristics of the models surveyed comprise the remainder of the document. (DT)

ED 129 610 SE 021 415

Mayer, John McCollum, Bettie Lou
Concepts and Applications of Science I, 122933
Science.Dade County Board of Public Instruction, Miami,
Fla.
Pub Date 76Note—17p.; For related document, see SE021416
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—Biological Sciences, *Course
Descriptions, *General Science, Natural
Sciences, Physical Sciences, *Science Courses,
Science Curriculum, *Science Education,
Secondary Education, *Secondary School
ScienceThis document outlines the first part of a two-
part senior high school general science course
designed to familiarize students with elementary
chemistry, basic fundamentals and principles of
matter and energy, earth structure and move-
ment, introductory astronomy, and interpretation
of data. Included are listings of adopted texts,
performance objectives, course outline, labora-
tory investigations, reports and projects, discussion
questions, films, references, and a master
reference sheet. (SL)

ED 129 611 SE 021 416

Mayer, John McCollum, Bettie Lou
Concepts and Applications of Science II, 122934
Science.Dade County Board of Public Instruction, Miami,
Fla.
Pub Date 76Note—20p.; For related document, see SE021415
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.Descriptors—Biological Sciences, *Course
Descriptions, *General Science, Natural
Sciences, Physical Sciences, *Science Courses,
Science Curriculum, *Science Education,
Secondary Education, *Secondary School
ScienceThis document outlines the second part of a
two-part senior high school general science
course designed to familiarize students with
genetics, ecology, biological science, physical
science, and atmospheric conditions. Included are
listings of adopted texts, performance objectives,
course outline, laboratory investigations, reports
and projects, discussion questions, films,
references, and a master reference sheet. (SL)

ED 129 612 SE 021 432

The Humane Treatment of Animals: A Guide for
Elementary Teachers.New York State Education Dept., Albany. Bu-
reau of Elementary Curriculum Development.
Pub Date 76Note—36p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.Descriptors—*Animal Science, Curriculum
Guides, *Elementary Education, Elementary
School Curriculum, *Elementary School
Science, Science Activities, Science Education,
*State Curriculum Guides, Teaching Guides,
*Zoology

Identifiers—Animal Care

Presented is the New York State guide, for ele-
mentary teachers, for the humane treatment of
animals. Material is divided into three levels by
age: 3-5, 6-8, and 9-11. Included are five topics:
house pets, treatment of animals, animals in their
natural environment, treatment of animals in
school, and open discussion topics. Each topic in-
cludes activities and supplemental information. A
teacher's supplement and bibliography are in-
cluded. (SL)

ED 129 613 SE 021 433

Bukowski, Joseph E.
A Survey of Attitudes on the Use of Calculators in
the College Classroom.Pub Date 4 Jun 75
Note—20p.; Ed.D. Practicum, Nova University;
Not available in hard copy due to marginal legi-
bility of original documentEDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—Attitudes, *College Mathematics,
Educational Policy, Electronic Equipment,
Higher Education, *Instruction, Mathematics
Education, Questionnaires, *Research, Student
Attitudes, *Surveys, Teacher Attitudes

Identifiers—*Hand Calculators

This study focused on faculty and student atti-
tudes toward the use of calculators in college
accounting and business mathematics courses.
Two different surveys were used; one was ad-ministered to thirty-five full-time and part-time
faculty in the accounting and business mathe-
matics areas at one college, while a second sur-
vey was administered to a random sample of 244
students. Responses from both the faculty and
students indicated fairly consistent attitudes. A
seemingly larger portion of students felt that cal-
culators should be allowed unconditionally, while
the faculty appeared to have some reservations
on the use of calculators especially in classes of
business mathematics. (DT)

ED 129 614 SE 021 434

Tully, G. Emerson
Credit-by-Examination As Seen by Secondary
School Teachers and Coordinators of Accounta-
bility in Florida.Pub Date 76
Note—15p.; Paper presented at the Southern Re-
gional Meeting of the College Entrance Exa-
mination Board (New Orleans, Louisiana,
February 18-20, 1976); Not available in hard
copy due to marginal legibility of original docu-
mentEDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—*College Credits, *Evaluation,
Higher Education, *Mathematics Education,
*Surveys, *TestsIdentifiers—*Advanced Placement Program, Col-
lege Level Examination ProgramThis paper reports the replies given by sec-
ondary school teachers and supervisors on a survey
asking for their views on (1) the comparative
merits of the descriptive materials for the Col-
lege-Level Examination Program (CLEP) and the
Advanced Placement Program (APP), and (2)
the manner by which the two testing programs
are now made available to high school students.
Twenty-three supervisors and 309 teachers
throughout Florida completed the survey. Their
responses are reported in terms of frequency
counts and percentages of responses to alterna-
tive positions. Results are discussed in terms of
evaluation of (1) CLEP descriptive brochures
and APP study outlines, and (2) the views of
respondents toward testing and awarding of
credit. (DT)

ED 129 615 SE 021 435

Orpwood, Graham W. F.
Analyzing Curriculum Prescriptions: A Case
Study in the Context of Science Education.Pub Date 76
Note—71p.; M.A. Dissertation, University of
Toronto; Not available in hard copy due to
marginal legibility of original documentEDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—*Curriculum, *Curriculum Evalua-
tion, *Curriculum Planning, Curriculum
Research, Educational Research, *Evaluation,
Masters Theses, Science Curriculum, *Science
EducationPresented is a scheme for systematically analyz-
ing curriculum prescriptions to produce probing
arguments in defense of the instructional objec-
tives of each curriculum. With the probing argu-
ments thus defined, a defensible, analytical choice
between the alternative prescriptions would be
facilitated. Included are four detailed exam-
ples of the analysis process. (SL)

ED 129 616 SE 021 479

Hughes, Thomas G.
Ideas for More Effective Chemistry Teaching.Pub Date 76
Note—13p.; Gustav Ohaus - NSTA Award
Presentation paper, 1976; Not available in hard
copy due to marginal legibility of original docu-
mentEDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.Descriptors—*Chemistry Instruction, *College
Science, *Creative Teaching, Higher Education,
*Science Education, *Teaching MethodsThis paper received the 1976 Gustav-Ohaus -
National Science Teachers Association award for
innovation in college science teaching. Presented
is a methodology for teaching chemistry to non-
science majors which involves the student in the
methodology and interpretative aspects of
science. Included are six overall considerations of
teaching approach which will involve nonscience
major students with science and five specific
practical examples for implementing the teaching
approach. (SL)

ED 129 617 SE 021 480

Seltz-Petrash, Ann, Ed.
Science Books and Films, Volume 12 Number 2.
American Association for the Advancement of
Science, Washington, D.C.Pub Date Sep 76
Note—63p.Available from—Publications Dept. (Dept. W3),
American Association for the Advancement of
Science, 1515 Massachusetts Ave., N.W.,
Washington, D.C. (\$16.00 per year; \$4.25 sin-
gle copy)

Document Not Available from EDRS.

Descriptors—*Book Reviews, Books, *Childrens
Books, *Films, General Science, Instructional
Films, *Literature Reviews, *Science Educa-
tion, Social SciencesReviewed are books and films in pure and ap-
plied sciences intended for students from elemen-
tary school to the second year of college, for the
general reader/viewer, and for professional
reference for teachers. Reviews indicate the level
of difficulty from preschool to professional, an
appraisal from highly recommended to not
recommended, a signed abstract, bibliographic
data, and ordering information. A special section
is devoted to children's books. (SL)

ED 129 618 SE 021 481

Why Man Explores.
California Inst. of Tech., Pasadena.Spons Agency—National Aeronautics and Space
Administration, Hampton, Va. Langley
Research Center.Pub Date 2 Jul 76
Note—46p.; Symposium held at Beckman Audi-
torium, California Institute of Technology,
Pasadena, California, July 2, 1976; Photo-
graphs may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Conference Reports, Conferences,
*Futures (of Society), *Research, Space,
*Space Sciences, *SymposiaIdentifiers—NASA, *National Aeronautics and
Space AdministrationThis document presents a transcript of a Na-
tional Aeronautics and Space Administration
panel discussion held on July 2, 1976, in conjunc-
tion with the Viking Mission to Mars. The panel
consisted of Norman Cousins, Ray Bradbury,
Jacques Cousteau, James Michener, and Philip
Morrison, and the principal topic was a
philosophical discussion of the question, "Why
does man explore?" Also discussed are the im-
plications of finding life on Mars and man's future.
(SL)

ED 129 619 SE 021 483

Science Education Assessment Instrument.
North Carolina State Dept. of Public Instruction,
Raleigh. Div. of Science Education.Pub Date 75
Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Evaluation, *Evalua-
tion, *Evaluation Methods, *Measurement In-
struments, Program Evaluation, *Science Cur-
riculum, *Science EducationDescribed is an evaluation instrument designed
for individual or group use for assessing an
overall science curricula. Specific items within
seven broad topics (foundations for local
planning; curriculum; teaching-learning; staff;
facilities, equipment, and materials; evaluation;
and finances) are scaled zero (totally lacking) to
four (excellent). The scale for each topic is
averaged and plotted on an included profile
chart. Also included is a Plan of Action form for
planning science curriculum improvement based
upon the areas of strength and need identified on
the profile chart. (SL)

ED 129 620 SE 021 484

Klausen, James
The Science Exchange Program - A Proposal.Pub Date [76]
Note—6p.; 1976 Ohaus-NSTA award winning
paper

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Programs, *Exchange
Programs, *Field Experience Programs, Field
Trips, *Geology, Instruction, *Instructional
Trips, Interinstitutional Cooperation, Science
Education, Secondary Education, *Secondary
School ScienceAn exchange program is described in which
two groups of high school science students, one
from Long Island, New York, and one from up-

state New York, visited each other's school districts for three days to broaden their experiences with different physical and geological surroundings. The inland group of students was exposed to marine geology and the coastal group experienced mountain geology and ecology. It is proposed that the National Science Teachers Association (NSTA) act as a broker to arrange additional exchange programs of this type. (MH)

ED 129 621 SE 021 485
Short, Byrl
Comprehensive Qualitative Analysis for High School Chemistry.

Pub Date [76]
Note—13p.; 1976 Science Teaching Achievement Recognition (STAR) award winning paper; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Chemical Analysis, *Chemistry Instruction, *Laboratory Procedures, Laboratory Techniques, *Science Education, Secondary Education, *Secondary School Science

Described is a qualitative analysis laboratory procedure for high school chemistry students. The paper received the Science Teaching Achievement Recognition (STAR) award. The procedure acquaints students with certain ions and uses the knowledge of ions to devise a flow-chart for separating and identifying these ions in an unknown solution. (SL)

ED 129 622 SE 021 486

Sikorski, Linda A. And Others
Factors Influencing School Change. Final Report. Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 76
Contract—NSF-C-1057
Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Curriculum, Curriculum Development, *Educational Change, *Elementary Secondary Education, Instruction, *Mathematics Education, *Science Education, *Social Studies, State of the Art Reviews, Teacher Education

This is a report on the process and effects of educational change efforts. It is based on educational research and on informed opinions of mathematics, science, and social science educators. The introduction presents a model of how responsibilities for inventing, disseminating, and implementing innovations may be divided between schools or districts and outside agencies. Chapter 2 describes environmental, organizational, and individual influences on the change process. Chapter 3 discusses change strategies which have been tried and studied and reports on their effects. It summarizes arguments about the efficacy of curriculum development as a change strategy by itself, then describes various models or strategies which have been tried to improve or extend the effects of curriculum development. Chapter 4 discusses the variety of goals that change strategies can aim at and summarizes major weaknesses of research on change strategies. The final chapter presents recommendations for needed research. (Author/DT)

ED 129 623 SE 021 488

Graening, John Jay
An Evaluation of a Secondary Mathematics Teacher Education Program Emphasizing School Experiences in Contrasting Cultural Settings.

Pub Date 71
Note—266p.; Ph.D. Dissertation, Ohio State University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Preservice Education, *Program Descriptions, Research, Secondary Education, *Secondary School Mathematics, Teacher Education

Identifiers—*Ohio State University, Skeels Cultural Attitude Inventory, Teaching Situation Reaction Test

This study was a formative evaluation of an evolving preservice teacher education program in secondary mathematics education at The Ohio State University. The first quarter of the program

was an intensive block of pre-student teaching experiences, including four weeks at an inner city school and four weeks at a suburban school along with campus seminars emphasizing educational philosophy, sociology, and mathematics methods. The second quarter consisted of student teaching in one school. This program (project) operated concurrently with the traditional program (non-project). The project teachers were pre- and posttested during their pre-student teaching (n=52) and posttested during their student teaching experience (n=48). The non-project teachers (n=23) were pre- and posttested during their student teaching. The tests used were Skeels' CULTURAL ATTITUDE INVENTORY, the TEACHING SITUATION REACTION TEST, and two investigator-constructed instruments. Results showed no significant differences between project and non-project student teachers on the criterion measures. Significant losses on each of the criterion variables were exhibited, with cultural attitudes and reactions to teaching situations showing the greatest negative change. A substantially higher percentage of project than non-project student teachers indicated an increased commitment to teaching and a posttest preference for junior high school teaching. (Author/DT)

ED 129 624 SE 021 493

Larkin, Robert P. Schoenstein, Roger
How to Teach Map and Compass Skills.

National Science Teachers Association, Washington, D.C.

Pub Date 76
Note—13p.; Contains occasional small type
Available from—National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14704, \$0.60 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Science, Elementary School Science, Elementary Secondary Education, *Geography, *Geology, *Maps, *Map Skills, Science Education, Secondary School Science

Described are instructional aids for teaching map and compass skills. Included are details on eight exercises on map skills and five exercises on compass skills. Most exercises are offered as games including techniques for varying the game difficulty to make each suitable for students from elementary through college level. (SL)

ED 129 625 SE 021 494

Brandenburg, R.
A Task-Content Analysis of an Introductory Entomology Curriculum.

Pub Date Apr 76
Note—47p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biological Sciences, *Biology, *College Science, Content Analysis, *Curriculum, *Entomology, Higher Education, Science Curriculum, Science Education, *Task Analysis

Described is an analysis of the content, tasks, and strategies needed by students to enable them to identify insects to order by sight and to family by use of a standard dichotomous taxonomic key. Tasks and strategies are broken down and arranged progressively in the approximate order in which students should progress. Included are listings of insect identification variables, a network of identification procedures for each variable, a flow-chart utilizing five variables for ordering insects into 14 "order sets," and characteristic charts of variables for 22 orders of insects. (SL)

ED 129 626 SE 021 495

Tahta, D. G., Comp.
A Boolean Anthology. Selected Writings of Mary Boole - on Mathematical Education.

Association of Teachers of Mathematics, Lancashire (England).

Pub Date 72
Note—75p.; Pages 35 and 36 were removed prior to being submitted to the ERIC Document Reproduction Service due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Anthologies, *Elementary School Mathematics, Elementary Secondary Education, *History, *Instruction, *Learning, Mathematics, *Mathematics Education, Teaching Methods

Identifiers—*Boolean Algebra

This volume is intended to provide a brief introduction to Mary Boole's writings. Short selections from her writings are organized under four areas: on teaching and learning, some mathematical lessons, the nature of mathematics, and the work of George Boole. A brief biography is also included. (DT)

ED 129 627 SE 021 497

Niss, Mogens
The "Crisis" in Mathematics Instruction and a New Teacher Education at Grammar School Level.

Pub Date Jun 76
Note—42p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Mathematical Models, *Mathematics Education, *Program Descriptions, *Teacher Education

Identifiers—*Denmark

This paper begins by discussing the observation that mathematics instruction at all levels is in a crisis of relevance. A sketch of the function and organization of the existing mathematics instruction is presented; the suggestion that instruction be built on a problem-orientation basis is considered; and the role and education of the teacher is discussed. The paper concludes with a description of the new mathematics teacher education program (at the elementary school level) having problem-oriented project work as its focus, which has been established at Roskilde University Centre in Denmark. (DT)

ED 129 628 SE 021 498

Poulsen, Sten C.
The Study-Methods in Mathematics Project. I. Background, Assumptions and Perspectives. Report No. 18.

Danish Inst. for Educational Research, Copenhagen.

Pub Date 75
Note—36p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, Individualized Instruction, Instruction, Learning, *Mathematics Education, *Program Descriptions, *Research Projects, *Study Skills

Identifiers—Denmark

This is the first of several reports on the "Study Methods in Mathematics Project;" the goal of the project is to describe and develop practical study methods which are especially suitable for adults' study of mathematics. In this report, the background of the project is discussed in terms of experience from research on the study habits of mathematics students, general studies in literature on mathematics education and study techniques, clarification of research methods toward process/product centered developmental research, and the author's own school and study experiences. In a second section, the choice of research subjects, the learning situation, and the project's organization are discussed. Finally, comments on teacher-directed learning in the schools and on self-directed and collective-directed learning situations are included. (DT)

ED 129 629 SE 021 499

Study Methods in Mathematics Project. Newsletter No. 1. May 1975.

Danish Inst. for Educational Research, Copenhagen.

Pub Date May 75
Note—12p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, Individualized Instruction, Instruction, *Mathematics Education, Newsletters, *Program Descriptions, *Research Projects, *Study Skills

Identifiers—Denmark

In this newsletter, a description of the "Study Methods in Mathematics Project" is given. Name,

place, project leader, time schedule, objective, personnel, subjects, research methods, research data, and the purpose of the project are all briefly described. A short annotated bibliography of publications related to the project is included. (DT)

ED 129 630 SE 021 500

Fehr, Howard F.

Toward a Unified Mathematics Curriculum for the Secondary School. A Report of the Origin, Work and Development of Unified Mathematics. Columbia Univ., New York, N.Y. Teachers College.; Secondary School Mathematics Curriculum Improvement Study, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-PES-69-0167

Pub Date 76

Note—139p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, *Gifted, Mathematics, *Mathematics Education, *Program Descriptions, Secondary Education, *Secondary School Mathematics

Identifiers—Secondary School Math Curriculum Improvement Study, *SSMCIS

The reorganization of the traditionally separated branches of mathematics into a unified single study is discussed in this report. First, significant events from 1800 to 1950 in the field of creative mathematics that led to the contemporary view of the nature of mathematics are highlighted. This review is followed by a discussion of significant movements in curricula reform sponsored by international organizations, and persons, which contributed to the unified concept. Then the preparation, production, innovation, and evaluation of a unified secondary mathematics program is described. The report closes by emphasizing the need to extend the program of unified mathematics to the majority of secondary school students. (Author/DT)

ED 129 631 SE 021 501

Damarin, Suzanne K.

Problem Solving: Polya's Heuristic Applied to Psychological Research.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Psychology, Higher Education, Learning, Mathematics, *Mathematics Education, *Problem Solving, Psychology, *Research Reviews (Publications)

Identifiers—*Polya (George)

Using the "How to Solve It" list developed by Polya as a vehicle of comparison, research findings and key concepts from the psychological study of problem solving are applied to mathematical problem solving. Hypotheses concerning the interpretation of psychological phenomena for mathematical problem situations are explored. Several areas of needed research with respect to the solution of mathematical problems are discussed. Three elements of Polya's list are identified as having primary importance in the solution process. It is argued that psychological research does not support the usefulness of "devising a plan," but rather implies that problem solution is facilitated by the restructuring of data. (Author)

ED 129 632 SE 021 540

Watson, Joseph W.

Some General Proposals for Increasing the Production of Minority Professionals in the Basic Sciences.

Pub Date Feb 76

Note—13p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Science, Educational Objectives, Futures (of Society), *Higher Education, *Minority Role, *Negro Role, Science Education, *Sciences, Secondary Education, *Secondary School Science

This paper reports the proposals of a November 4, 1975 conference of Black college and university presidents held to propose the

establishment of a national plan to achieve parity of minorities in all areas of higher education and in all professional and technical fields by the year 2000. Federal fellowships for minorities and Federal grants and contracts for graduate study are recommended. At the undergraduate level, direct funding of minority science students and doubling the enrollments of traditional Black colleges producing engineers are proposed. At the secondary school level, increased minority enrollment in college preparatory mathematics courses is proposed. Statistical tables of minority student enrollment in graduate fields, enrollment in graduate schools, family income distributions, and enrollment in high school mathematics courses are presented. (SL)

ED 129 633 SE 021 541

Fennema, Elizabeth Sherman, Julia

Sex-Related Differences in Mathematics Learning: Myths, Realities and Related Factors.

Pub Date 76

Note—24p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, Attitudes, Elementary Secondary Education, Learning, *Mathematics Education, *Research Reviews (Publications), *Sex (Characteristics), Sex Differences, *Student Characteristics

Research concerned with differences in mathematical achievement of males and females is discussed in this document. Variables hypothesized to be related to achievement of women in general and to mathematics learning and studying in particular are considered: verbal ability; spatial visualization ability; confidence in learning mathematics; mathematics as a male domain; attitude toward success in mathematics; perceived attitudes of mother, father, and teachers toward one as a learner of mathematics; usefulness of mathematics; and effectance motivation in mathematics. Four conclusions are drawn: (1) sex-related differences in mathematics achievement are not universal, (2) many fewer females than males study mathematics in eleventh and twelfth grades, (3) the relationship between cognitive factors and differential learning of mathematics by the sexes is unclear, and (4) differential mathematics studying and mathematics achievement by the sexes is at least partially caused by socio-cultural factors mediated through sex-role expectations. (DT)

ED 129 634 SE 021 542

Luchins, Edith H.

Women in Mathematics: Problems of Orientation and Reorientation. Final Report.

Rensselaer Polytechnic Inst., Troy, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 76

Grant—NSF-GY-11316

Note—68p.; Contains occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Mathematics, *Females, *Higher Education, *Mathematicians, Questionnaires, *Research, Sex (Characteristics), Statistical Data, *Surveys, Tables (Data)

This problem-assessment study sought answers to the problems of why there are relatively few women in mathematics, what encouraged or discouraged contemporary women mathematicians, and what can be done to attract more women to the mathematical sciences. A questionnaire was developed and sent to members of the Association for Women in Mathematics (AWM). This document contains an analysis of the responses to the questionnaire, career patterns and interests, AWM respondents' present status, international problems, and varied attempts at explanations. The questionnaire and tables of responses are included in the appendices. (DT)

ED 129 635 SE 021 543

Foster, Penny D. And Others

Graduate Science Education: Student Support and Postdoctorals, Fall 1974. Surveys of Science Resources Series. No. NSF-76-313.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-76-313

Pub Date Jun 76

Note—96p.; For related document, see ED112706; Contains occasional small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-00289-9, \$2.10)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Science, Educational Trends, *Engineering Education, Graduate Students, *Graduate Study, Higher Education, *Mathematics Education, Medical Education, *National Surveys, Post Doctoral Education, *Science Education

Identifiers—National Science Foundation

This is the third annual survey of total graduate and postdoctoral enrollment in science and engineering in the United States. Data elements collected from 7,505 departments of 355 Ph.D.-granting institutions include: enrollment status (full and part-time); level of study (first year and beyond first year); citizenship; sex of students; type institution (public or private); and distribution among areas and fields of engineering and science. Data trends are reported for the period 1967-1974. Findings include: science enrollment in graduate programs increased 6% between 1973 and 1974; every science area, except mathematics, showed an expansion; full-time students holding assistantships rose 4%; students receiving Federal support declined 3%; female enrollment in full-time graduate science programs increased 13%; and full-time foreign student enrollment declined 3%. Detailed statistical tables are included. (SL)

ED 129 636 SE 021 544

Mathematics Technical Report: Summary Volume.

National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No—04-MA-21

Pub Date Sep 76

Contract—OEC-O-74-0506

Note—181p.; Not available in hard copy due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, National Competency Tests, *National Surveys, Research, Secondary School Mathematics, *Surveys

Identifiers—NAEP, *National Assessment of Educational Progress

The purpose of this report is to summarize the results of the National Assessment of Educational Progress Project's 1972-73 assessment of mathematics. Chapter 1 gives details concerning the sample and the data analysis procedures that were used. Each of the next six chapters focuses on results in one of the following major content areas: numbers and numeration, measurement geometry, variables and relationships, probability and statistics, and consumer mathematics. The final chapter provides summaries across content areas of results grouped by sex, race, region of the country, parental education, and size and type of community. Appendices contain significance charts by group for each major content area at each age level and data on the number of responses by group at each age. (DT)

SO

ED 129 637 SO 009 193

Bunker, Barbara Benedict And Others

A Student's Guide to Conducting Social Science Research.

Pub Date 75

Note—116p.

Available from—Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (\$3.95 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Guides, Higher Education, Inquiry Training, Instructional Materials, Investigations, Laboratory Manuals, Questioning Techniques, Research Design, *Research Methodology, Secondary Education, *Social Science Research, Social Sciences, Social Studies, Student Experience, *Student Projects, Student Research, *Training Techniques

This guide describes activities, methods, and materials which can be used in conducting a beginning-level social-science research project. Designed for secondary and college students as a laboratory component of a social studies or social science course, it provides ideas for firsthand experience in the methods used by social scientists for their research. The text is divided into three sections. The first section provides an overview of social science research methods and includes information about deciding what to investigate, formulating hypotheses, selecting a method, developing a research design, collecting data, testing ideas, and writing a report on the research. The second section provides a detailed account of two studies which are the work of social scientists. One of the studies is an experiment in understanding dating and the other is a survey of student power in innovative high schools. The third section provides the reader with an opportunity to engage in activities that are typical of social science research and includes information on survey and observational activities, experiments, development of hypotheses, testing of hypotheses, development of research designs, and formulation of questions. References are included in the document. (Author/DB)

ED 129 638 SO 009 202

Rosen, Joan G.

A Bibliography of Folklore for the Social Studies Curriculum, Grades 3-6.

Pub Date 18 Mar 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Cross Cultural Studies, Elementary Education, Eskimos, *Folk Culture, *Folklore Books, Legends, *Mythology, *Social Studies, Supplementary Reading Materials, Tables (Data), Technology, United States History, Urban Studies

Identifiers—Holt Databank System, MACOS, Man A Course of Study, Pennsylvania, State History

This annotated bibliography cites print and nonprint resource materials on folklore which can be used with elementary students. The bibliography is coordinated with and can be used to supplement the content of the Holt Databank System program, grades three through six, and the Man: A Course of Study (MACOS) curriculum, grades five and six. In choosing folk literature for inclusion, the teacher's manuals for the Holt and MACOS programs were carefully perused and any pertinent subjects noted. Short stories, books, filmstrips, and records are cited for use with the Holt components of Inquiring about Cities; Inquiring about Cultures; Inquiring about American History; and Inquiring about Technology. There is a section which cites folk literature dealing with the state of Pennsylvania. The pertinent material found for use with MACOS deals with the Eskimo. (Author/RM)

ED 129 639 SO 009 291

Educational Policy and Planning: Austria.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date Jul 68

Note—27p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20086 (\$6.00)

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Comparative Education, Developed Nations, Economic Development, Educational Finance, *Educational Needs, *Educational Planning, *Educational Policy, Educational Resources, Educational Trends, Elementary Secondary Education, Enrollment Projections, Higher Education, Manpower Needs, Program Evaluation, *Public School Systems, Teacher Education

Identifiers—*Austria

The report of general educational policy and planning in Austria was undertaken by the Austrian Ministry of Education. It was prepared for the

Educational Investment and Planning Programme of the Organisation for Economic Cooperation and Development (OECD) Committee for Scientific and Technical Personnel. The document is a technical report, based on data about the dynamics of the internal operation of the educational system and the relationship of the educational system to the national economy, which views the Austrian educational system in its total social and economic context. The report contains discussion by chapter of (1) the Austrian school; (2) projected flows through the Austrian educational system, 1965-1975; (3) projections up to 1980 about skilled manpower requirements in a changing economy; (4) the social demand for education, 1965-1975; (5) the resources needed to accommodate the projected expansion in enrollments; and (6) major policy indications for Austrian education. Appendices containing many tables, graphs, charts, and diagrams conclude the document. (Author/ND)

ED 129 640 SO 009 292

Reviews of National Policies for Education: Ireland.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 69

Note—129p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20086 (\$4.20)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, *Comparative Education, Developed Nations, *Economic Development, Educational Change, *Educational Finance, Educational Needs, *Educational Planning, *Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, Manpower Needs, Program Evaluation, Public School Systems

Identifiers—*Ireland

A survey of Irish education and economic development was carried out during 1962-1965. The survey was conducted within the framework of the Educational Investment and Planning Programme of the Organisation for Economic Cooperation and Development (OECD) for presentation at a confrontation meeting in October 1966 with OECD's Committee for Scientific and Technical Personnel. Part one of the document consists of the Examiner's Report of Irish education. It contains examinations of the general framework of educational planning in Ireland; the educational system and enrollment trends; the evolution of the educational system in the context of economic and social development, including problems and strategies for change; and an overall strategy of educational development. Specific issues chosen for review at the meeting were the planning mechanism for education, manpower planning and targets, social participation, primary education, secondary education, higher education, and adult education. Discussions of the issues are contained in the record of the Confrontation Meeting, which is part two of the document. A summary and comments on "Investment in Education," some issues and problems emerging from the survey, and policy statements by Irish ministers of education are included as appendices. (ND)

ED 129 641 SO 009 300

Eggleston, John, Ed.

Contemporary Research in the Sociology of Education: A Selection of Contemporary Research Papers Together with Some of the Formative Writings of the Recent Past.

Pub Date 74

Note—388p.

Available from—Mail Order Dept., Barnes and Noble Import Division, Harper and Row Publishers, 10 East 53 Street, New York, New York 10022 (\$16.50 clothbound, \$8.25 paperback)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Case Studies, Comparative Education, *Educational Environment, Educational Opportunities, *Educational Research, *Educational Sociology, Elementary Secondary Education, Family Background, Higher Education, Literature Reviews, *School Organization, School Role, Social Class, Social Science Research, Teacher Role, Values

This book discusses schools—the effects of curriculum change and the reasons why some chil-

dren are successful in school and others are not. Its purpose is to present evidence of the contribution of contemporary research in the sociology of education to the understanding of education and of society. The collection of research studies represents some well-known theorists, a number of unpublished papers, some papers that have not been obtainable outside their countries of origin, and a few papers translated into English for the first time. In the introduction, the editor discusses implications of the papers that are presented in the book and suggests possible future directions for research. The papers, preceded by a brief editorial introduction, are divided into five categories: distribution of educational achievement, ecology of educational provision, organization of the school, roles and interaction in the school, and values and learning. Several research papers are presented for each topic. (Author/ND)

ED 129 642 SO 009 303

Goodlad, John I.

The Dynamics of Educational Change: Toward Responsive Schools. I/D/E/A Reports on Schooling.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Nov 75

Note—267p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$8.95)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), *Change Agents, *Change Strategies, Changing Attitudes, Conflict, Conflict Resolution, Educational Alternatives, *Educational Change, Educational Innovation, Elementary Secondary Education, Models, Public Schools, Revolution

Identifiers—*League of Cooperating Schools, Study of Educational Change and School Improvement

Some critical observers of schools despair of enduring and constructive change. Challenging the rhetoric of despair about change in school, the book is based on the hypothesis that schools, under certain conditions, can become much more vital and change-oriented than they currently are. The book begins by describing elements of educational reform in the United States since the 1940s. The author, from personal experience with the reform movements, shows how his hypothesis about change developed from that experience. The hypothesis was tested in the League of Cooperating Schools in California, established by the I/D/E/A Study of Educational Change and School Improvement in 1966. The effectiveness of the hypothesis is discussed as providing a strategy for educational change, the problems encountered in its utilization, the people involved in the process, and some things about change that were learned. It was found that change occurs when tension exists between two parties and the two parties must give and take from each other. Also, it was found that role distinction must exist and be recognized before symbiosis and resultant change is possible. Finally, the entire experience is related to the existing realities of the schooling enterprise. Data showed that use of the responsive model stimulated progress toward more satisfying work in the schools; thus, the hypothesis was upheld. An extensive, selected bibliography on educational change is included in the book. (Author/ND)

ED 129 643 SO 009 318

Hoover, Jean C.

Programmed Latitude and Longitude, Special Publication Number 10.

National Council for Geographic Education.

Pub Date 67

Note—61p.

Available from—NCGE Central Office, 115 North Marion Street, Oak Park, Illinois 60301 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Geography Instruction, Individualized Instruction, *Individualized Programs, *Instructional Materials, Junior High Schools, Measurement, *Programed Instruction, Programmed Materials, Secondary Education, *Skill Development, Skills

Designed to measure skills involving latitude and longitude, this is a self-administering linear

program for junior-high geography students. Students progress through 59 pages of fill-in-the-blank items, accompanied by appropriate line drawings, for which the correct answers are given below each question. Following the method of programmed learning, the student covers the printed answer until he completes the item himself. If his answer is wrong, he rereads the item until he understands the concept. Questions emphasize (1) use of the globe as an instrument for learning and understanding latitude and longitude, and (2) latitude and sun behavior through a complete revolution of the earth around the sun in a year of 364 1/4 days. Items involve knowledge of such things as parallels and degree location, orientation in terms of the Prime Meridian, time changes among zones, and angles of sun's rays throughout the seasons. (AV)

ED 129 644 SO 009 319

Pattison, William D.
The Four Traditions of Geography, Professional Paper No. 25.

National Council for Geographic Education.
Pub Date May 64

Note—9p.; Paper presented at the annual convention of the National Council for Geographic Education (Columbus, Ohio, November 29, 1963)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Area Studies, Concept Formation, *Definitions, Earth Science, Elementary Secondary Education, *Environment, *Geographic Concepts, *Geography, Geography Instruction, Higher Education, Human Geography, Maps, Physical Geography, *Social Sciences, Social Studies, Space Orientation

Four geography concepts illustrate the varied nature of the science and provide a pluralistic basis for uniting professional and pedagogical geography and for promoting communication with laymen. The spatial tradition, based on interest in geometry and movement, separates aspects of distance, form, direction, and position from events themselves. Ancient Greek sailing records first showed this perspective; school teachers and research geographers of central-place theory show it today. The second tradition, area studies, focuses on the nature and character of places, emphasizing literature and history. The academic community recognizes this second tradition, although technical vocabulary isolates professionals from lay teachers. The third tradition, the man-land interrelationship, initially had an environmental perspective and then changed to a cultural one. Today, its acceptance is seen in studies of resource use and conservation. Earth science, the fourth tradition, studies concrete aspects of the physical world. Although geology-based college courses overemphasize physical geography and some social studies curricula reject it, earth science does provide a unified view of the earth as man's habitat. (AV)

ED 129 645 SO 009 326

Rivera, Charles R. Switzer, Kenneth A.
Violence. Hayden American Values Series: Challenges and Choices.

Pub Date 76
Note—143p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$3.72 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Anti Social Behavior, Case Studies, Futures (of Society), Learning Activities, *Moral Issues, Political Issues, Secondary Education, Social Attitudes, Social History, Social Problems, Social Studies, *Social Values, Sociology, United States History, *Violence

This book provides a framework for examining violence as a social issue in contemporary society. Discussion is limited to violence as it occurs in the United States. The book can be used as a teacher resource or a secondary-level reader on violence, giving an historical background and a discussion of violence as a social phenomenon. The framework includes case studies illustrating the issue by focusing on human situations, factual information about the issue which can be used as evidence in making social decisions, divergent views and opposing value judgments showing a variety of values involved in solving the issue, futuristic scenarios illustrating possible consequences of social decisions in future human situations, suggestions for involvement in the is-

suces and the decisions, and recommendations for further study. Corresponding chapter titles are (1) The Dimensions of Violence: Cases; (2) A World of Violence; (3) The American Way of Violence; (4) The Study of Violence; (5) Divergent Views on Violence; (6) Violence: Attitudes and Actions; (7) Violence: Possibilities or Probabilities; and (8) Resources and Activities. Suggested classroom activities include action projects, readings, and films. (ND)

ED 129 646 SO 009 342

Strumpel, Burkhard, Ed.

Economic Means for Human Needs: Social Indicators of Well-Being and Discontent.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date 76

Note—303p.

Available from—Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48106 (\$14.00 clothbound)

Document Not Available from EDRS.

Descriptors—Conflict, Conflict Resolution, Economic Climate, *Economic Factors, Economics, *Individual Needs, Life Style, *Models, Psychological Needs, Social Change, Social Environment, *Social Indicators, Social Science Research, Social Sciences, *Socioeconomic Influences

This book is concerned with the human conflict between needs and means, between material wants and lack of resources to satisfy them. Looking at both individuals and some segments of society, the authors measure economic well-being and define its objective and psychological bases, its dimensions, and its relationship to economic incentives. In the introduction an operational model of the interactions is presented as a conceptual framework. The articles in the book report on results of investigation in areas of research and development that have emerged from the model. Section I includes five papers that examine the sources and measurement of economic well-being. Their titles are (1) Economic Life Styles, Values, and Subjective Welfare; (2) Well-Being, Goals, and Motivation for Economic Advancement; (3) Persistence of Belief in Personal Financial Progress; (4) Effects of Social-Psychological Factors on Subjective Economic Welfare; and (5) Personal Efficacy and the Ideology of Individual Responsibility. Papers in Section II explore the use of indicators of economic well-being as performance criteria and as components for an early warning system of individual maladjustment and social conflict. Titles of these papers are (6) Economic Well-Being as a Criterion for Performance: A Survey in Bulgaria and Greece; (7) The Quality of Consumption; (8) Economic Deprivation and Societal Discontent; (9) Factors Affecting Social Change; and (10) Responses to Economic Adversity: An Agenda for Research in a Changed Environment. (Author/ND)

ED 129 647 SO 009 372

Randall, Robert S.

Multicultural Education.

Southwest Educational Development Lab., Austin, Tex.

Pub Date Apr 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, Behavioral Objectives, Bias, Changing Attitudes, Child Development, Cognitive Development, *Cultural Differences, Cultural Disadvantage, *Cultural Interrelationships, *Cultural Pluralism, Definitions, Educational Disadvantage, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Ethnic Stereotypes, Learning Activities, Learning Motivation, Self Concept, Socialization

The concept of multicultural education is discussed along with implications for accepting and fostering cultural differences. The concept of cultural pluralism must be broadened to include a commitment to the right to be different if the full benefits of multicultural education are to be realized. A wide range of qualities can be included in multicultural education programs, but the core concept should always include an avoidance of stereotyping ethnic and cultural groups, use of many ethnic groups in pictorial representations, and teacher recognition and encouragement of individual and group differences. Benefits of mul-

ticultural education for young children include self-concept development, development of self-confidence, creation of good feelings about themselves and others, and mastery of learning activities from differing backgrounds. Teachers should encourage follow-through and follow-up activities and discussions with the children. (Author/DB)

ED 129 648 SO 009 375

High School Women's Liberation. FPS: A Magazine of Young People's Liberation.

Report No—52-53

Pub Date 76

Note—85p.

Available from—Youth Liberation, 2007 Wash-tenaw Avenue, Ann Arbor, Michigan 48104 (\$1.75 paper cover, additional copies \$1.25 each, quantity discounts available)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Book Reviews, *Essays, *Females, *Feminism, High School Students, Pamphlets, Secondary Education, *Sex Discrimination, Sex Role, Sex Stereotypes, Youth, *Youth Problems

This pamphlet contains 19 consciousness-raising articles for high-school women which help define their roles and rights as females, family members, and participants in the labor market. The first section, Education and Liberation, discusses ways in which schools, families, and society suppress women. For example, women are urged to take home economics courses, they are forbidden to participate in certain athletic programs, and their role is ignored in conventional history texts. Consciousness-raising groups and a list of 38 thought-provoking questions are presented as vehicles for discussion about women's problems. Section two, Four Perspectives, describes (1) stigmas of lesbianism, (2) double oppression of black women, (3) conflict between women's liberation and youth liberation, and (4) sex-role pressures experienced by young males. In section three, Health and Injustice, information is provided about women's self-help gynecological clinics, legal rights to medical care in all 50 states, and how laws discriminate against women in matters of sexual delinquency. Male-oriented media such as rock music and advertisements are criticized in section four, Sexism All around Us. Section five reviews three books for young women and two appendices list more books and youth liberation materials such as buttons, posters, and T-shirts. (AV)

ED 129 649 SO 009 386

Crane, Julia G. Angrosino, Michael V.

Field Projects in Anthropology: A Student Handbook.

Pub Date 74

Note—197p.

Available from—General Learning Press, 250 James Street, Morristown, New Jersey 07960 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Anthropology, Culture Contact, Educational Anthropology, *Ethnology, Evaluation Methods, Field Experience Programs, *Field Instruction, Field Interviews, Higher Education, Instructional Aids, Map Skills, Nonformal Education, Participant Involvement, Photography, *Research Methodology, *Skill Development, Social Science Research, Social Sciences, Sociocultural Patterns

This manual is an introduction to field techniques for undergraduate anthropology students. It describes 14 projects, each devoted to a traditional area of anthropological inquiry. A "method" or "data collecting tool" is suggested by which each topic may be investigated profitably. Project 1 describes a suitable beginning field assignment. Projects 2 through 13 explain how to carry out various aspects of assignments, including specific examples, illustrations, and instructions. The chapters are titled Making Maps, Charting Kinship, Interviewing Informants, Participant Observation, Collecting Life Histories, Using Personal Documentation, Digging into Cultural History, Analyzing Folklore Content, Doing Ethnographic Research, Using a Standardized Questionnaire, Studying Formal Organizations, and Taking Photographs. Project 14, Planning a Community Study, can be used as a general summation of methods and concepts presented in the manual. Three rules emphasized throughout the book as being of the greatest importance for the

collection of field notes are label work carefully, take extensive notes, and check up on yourself. A selected bibliography is presented for each project. (Author/DB)

ED 129 650 SO 009 400

McGrath, Patricia L.
The Unfinished Assignment: Equal Education for Women. Worldwatch Paper 7.

Worldwatch Inst., Washington, D.C.

Pub Date Jul 76

Note—50p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036 (\$2.00 paperbound, 2-10 copies \$1.50 each, 11-50 copies \$1.25 each, 51 or more copies \$1.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, *Comparative Education, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), *Females, Higher Education, Job Skills, Literacy, *Role Conflict, Role Models, Role Perception, Social Change, Social History, *Womens Education, Women Teachers, Working Women
New educational opportunities for women around the world are traced. An introductory section provides an overview and discussion on the implications of equal education for women. Other sections discuss the historical background of equal education for women, women's literacy, the primary school experience, secondary education, technical skills, university education, careers as educators, and full sexual equality in education. History has shown that the changing role and characteristics of womanhood are expressed in the educational arena by women's choice of schools, courses, and preprofessional qualifications. Changes in female access to education both express social transformations and provide an index of future alterations in fertility patterns, family status, marital behavior, and support for ideals of sexual equality. Women's literacy is affected by prejudice, cultural imperatives, and the absence of relevant role models for women at higher stages of academic life which discourage women from making full use of their intellectual talents. Also, educational expectations for men and women remain unequal largely because marriage is regarded as the ideal career for women while the necessity of earning a living is drummed into males from an early age. The educational prospect for women is rapidly changing, though, as shown by the crumbling of the educational double standard in some countries and by United Nations statistical projections that the situation of girls attending schools is improving rapidly. (Author/ND)

ED 129 651 SO 009 401

Hunt, David E.

Teachers Are Psychologists, Too: On the Application of Psychology to Education. ACT Research Report No. 73.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Apr 76

Note—17p.

Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (order no. 4-7-73, \$1.00 paper cover)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, *Educational Psychology, Elementary Secondary Education, Learning, Perception, Psychoeducational Processes, Psychological Studies, *Psychologists, Psychometrics, Social Science Research, Social Sciences, Teacher Behavior, *Teachers, *Teaching Methods, Teaching Programs, Theories

The premise of this paper is that psychologists need to reconsider the process by which psychological ideas are applied in educational practice. Psychological ideas do not guide educational practice as much as they should because psychologists fail to consider what is happening in the classroom. How a teacher thinks as a psychologist can be identified through the teacher's conceptions of students, teaching approaches, and learning outcomes. Measurement tests developed for the study of a person's perceptions are described in this report for the purposes of identifying teachers' conceptions. Determining why teachers teach and why they adopt new programs will help psychologists understand

the process of program implementation before they prescribe programs to teachers. Also, the reflexivity principle that a teacher is a psychologist and a psychologist is a person—both entities generate psychological ideas and must be accounted for by their ideas—should be applied to psychology theories as well as to communication between psychologists and teachers. This view of teachers should facilitate communication between psychologists and teachers, improve the quality of educational psychology practice, and enrich psychology theory and research. (Author/ND)

ED 129 652 SO 009 404

Pool, Jonathan, Ed.

Computer-Assisted Instruction in Political Science. Instructional Resource Monograph No. 4.

American Political Science Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Grant—NSF-GY-9351

Note—138p.

Available from—Publications, American Political Science Association, 1527 New Hampshire Avenue NW, Washington, D.C. 20036 (\$4.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computers, Data Analysis, Educational Objectives, Educational Technology, *Effective Teaching, Experimental Programs, Feedback, Higher Education, *Inquiry Training, *Instructional Aids, Instructional Materials, Learning Motivation, Political Attitudes, *Political Science, Programmed Instruction, *Teaching Methods, Undergraduate Study

This six-author study highlights the most significant attributes of Computer Assisted Instruction (CAI) and explains the techniques of authoring CAI lessons in political science. Fourth in a series of Instructional Resource Monographs, the volume has the objective to inform political science teachers and students about what CAI has to offer on a range of topics, including political philosophy and political behavior. The volume is divided into two sections. Section I concerns theory and deals with the capabilities and problems of CAI in general. It is divided into three chapters: "The Computer as an Aid to Effective Teaching," "CAI: What's in It for Me?," and "Authoring Made Easier: How CAI Packages Work." Section II deals with CAI practice and presents three experimental examples of CAI in political science. It includes these chapters: "Playing Politics: Reflections on an Experiment in Computer-Based Education," "Computer-Assisted Instruction in Political Philosophy," and "Teaching Principles and Methods with CAI." A guide to selected continuing sources of information on CAI is included. (Author/DB)

ED 129 653 SO 009 405

Research, Teaching Training in Demography: A Directory of Institutions in the ESCAP Region. Asian Population Studies Series No. 8, Supplement No. 3.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Report No.—E-CN.11-1007-ADD.3

Pub Date 75

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Demography, *Directories, *Foreign Countries, Higher Education, Institutional Personnel, *Institutional Research, Institutions, Population Growth, Reference Books, *Research Projects, *Social Science Research

Identifiers—Asia

This directory contains information on 39 institutions and 108 projects of research teaching and training in demography in Asia and the Pacific. Eight countries are represented: Australia, Bangladesh, Hong Kong, India, Iran, Japan, New Zealand, and Pakistan. The following information is given for each institution: name, address, person in charge, professional staff, publications, and curricula. Information on research projects includes title, director, aim, area of research, publications, and date of completion. Most of the research projects are concerned with population growth and characteristics, fertility, mortality, migration, interrelations of demo-

graphic and other factors, and research methodology. Tables are included which show the scope of the entire survey to which this document is a third supplement. Among these is a list of all institutions surveyed, arranged alphabetically by each of 21 countries, with indicators showing which of the original or supplementary publications contain information about their projects. (AV)

ED 129 654

SO 009 415

Dumke, Glenn S.

A New Dimension to Economic Education.

Pub Date Aug 76

Note—13p.; Paper presented at the Commonwealth Club of California meeting (San Francisco, California, August 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Instruction, Consumer Economics, *Economic Education, *Economic Factors, Educational Change, Educational Innovation, Educational Legislation, Educational Objectives, Educational Problems, *Educational Programs, Government Role, Higher Education, Program Descriptions, Public Education, Public Policy, Secondary Education, Socialization, Social Sciences, State Universities, Transfer of Training

Changes in economics education that have taken place in the California State University system since 1967 are described. The author, Chancellor of the California State University and Colleges, suggests that these changes have created a body of students able to understand public questions and make wise economic decisions. A major portion of the report discusses the nationwide problem of economic illiteracy, defined as the inability of citizens to cope effectively with the economic dimensions of public questions and with the economic dimensions of their daily lives. This problem, however, has been counterbalanced by the Economics Education Centers on 14 California college campuses. Included in the report are guidelines for increasing funding and teaching staff at these centers, a discussion of specific responsibilities of the centers, and a description of the relationship of the centers to local school districts and to other university departments. (Author/DB)

ED 129 655

95

SO 009 417

Dilling, David R.

Studies in the Spirit of Seventy-Six.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Patterns, Class Activities, Death, *Family (Sociological Unit), *Futures (of Society), History Instruction, *Humanistic Education, *Individual Characteristics, Individual Development, Inquiry Training, Interdisciplinary Approach, Matrices, Models, Secondary Education, Skill Development, Socialization, Social Studies, Teaching Techniques, *Values, Workbooks

Identifiers—Bicentennial, Elementary Secondary Education Act Title V, ESEA Title V

Classroom activities for directing student inquiry into the role of the individual in the future are provided in this text. Activities are presented within a framework of respect for and understanding of the past and the present. A matrix for the study of the individual as a whole person is presented. The matrix is devised along the present, past, and future connections and interactions between the individual and the family, local community, state/nation, world, and community and along the dimensions of mass communication media and transpersonal relationships. Numerous workshop guides which are intended to help students develop necessary critical skills, develop sensitivity to their historical heritage, and become aware of the alternatives and challenges of the future are provided. Activities connected with two aspects of the model, the family and the future, are presented. The first unit, "The Individual in a Family," examines the family as a resource for learning about society by studying role identification, pioneer family life, and family norms. The second unit, "The Individual in the Emerging Present," introduces some simple techniques for thinking about the future and concentrates particularly on future values for today's

social studies curriculum. Games, charts, models, simulations, projects, nongraded quizzes, surveys, opinion measurement devices, "what if" exercises, and an epitaph on death and dying are included. (Author/DB)

ED 129 656 SO 009 418

Kattackal, Joseph A.
A Comparative Analysis of Two Contemporary Educational Documents: Parent Commission Report (Quebec) and Kothari Commission Report (India).

Pub Date 76

Note—39p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Quebec City, Quebec, May 23-June 5, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Asian Studies, *Comparative Analysis, *Comparative Education, Cross Cultural Studies, Cultural Factors, *Educational Development, Educational History, Educational Legislation, Educational Objectives, Educational Planning, Educational Policy, Elementary Secondary Education, *Foreign Countries, Program Descriptions, Program Evaluation, Public Education, Relevance (Education), Success Factors

Two contemporary education documents are compared and a discussion of recommendation implementation is presented. The first document, the Report of the Royal Commission of Inquiry on Education in the Province of Quebec, 1963-1966 (the Parent Commission Report) presents an overview of the educational system in Quebec. The second document, the Report of Education Commission 1964-66, Ministry of Education, Government of India (The Kothari Commission Report) stresses the cultural, economic, and political forces which influence education in India. Dissimilarities between the Province of Quebec and the Republic of India are enumerated and common political and historical factors of the two areas are compared. Each document is divided into three parts and deals with pedagogical structure, educational legislation, specific educational achievements, stages and sectors of education, educational reconstruction, and the degree and type of changes which have ensued since publication of the reports. The author concludes that the Parent Commission Report was well received generally but that many of the expectations raised by the report remain unfulfilled. He reports also that, although the Kothari Report was widely discussed upon publication, implementation of its recommendations has been extremely slow due to financial problems and political inertia. References are included. (Author/DB)

ED 129 657 SO 009 421

Du Terroil, Anna M.

The Aesthetic Experience: An Historical Review and Behavioral Hierarchy.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aesthetic Education, Analytical Criticism, Art, *Art Appreciation, *Art Education, Educational Objectives, Educational Psychology, Higher Education, Historiography, Laboratory Experiments, *Models, Nonverbal Learning, Philosophy, Research Projects, Secondary Education, *Student Attitudes, Values

This analysis of aesthetic appreciation provides a theoretical model to help teachers recognize the aesthetic level at which students are operating. The purpose of the study is to explain to art educators how to expand a student's capacity to appreciate works of art. The study is presented in two parts. Part I describes and evaluates theories of aesthetics from the early Greek philosophers to present day theorists. Part II delineates three dimensions of aesthetic response. The first dimension, "perception," includes the attention of the observer and his orientation toward the art object. The second dimension, "cognition," includes meditation on the work and an integration process whereby the significance of the work is internalized. The final dimension, "modification," encompasses assimilation of the aesthetic experience and a final transformation process which reorders or reinforces the value system of the viewer in response to the confrontation. References from the fields of psychology, aesthetics, philosophy, and art appreciation are included. (Author/DB)

ED 129 658 SO 009 424

Smith, Richard B. And Others

The Sufficiency of Different Approaches to Constructing Behavioral Objectives for the Improvement of Instruction.

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, *Behavioral Objectives, Behavioral Science Research, Cognitive Objectives, Conventional Instruction, Course Objectives, Creative Teaching, *Educational Improvement, Educational Methods, *Educational Objectives, *Effective Teaching, Elementary Secondary Education, Evaluation, *Instructional Improvement, Learning Experience, Models, Taxonomy, Teaching Techniques

Ways of utilizing behavioral objectives to their best advantage are specified. The purpose of the study is to help educators improve instruction through examination of different approaches to constructing behavioral objectives. Classroom teachers have been convinced that behavioral objectives are "necessary" for the functioning of the "general model of instruction" and that the "general model of instruction" is "necessary" for the improvement of instruction. Five suggestions for properly constructing behavioral objectives are given: (1) making possible the more efficient attainment of the broad general goals of instruction; (2) making it possible for the teacher to use results of learning research in designing instructional experiences; (3) making it possible for the teacher to test hypotheses regarding the effectiveness of different learning experiences for the attainment of the objective; (4) making it possible for teachers to produce findings which can be generalized to facilitate the attainment of similar objectives; and (5) making it possible for the teacher to diagnose and remediate the learning difficulties encountered by students. References are included in the document. (Author/DB)

ED 129 659 SO 009 427

Pecoraro, Andrew Adrian

The Installation of a Modern Social Studies Program in Grades 4-6 in the West Islip Public Schools.

Pub Date Dec 75

Note—232p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Curriculum Development, Educational Finance, *Educational Innovation, Educational Objectives, Elementary Education, Elementary School Curriculum, Financial Policy, Models, Performance Factors, Performance Tests, Program Administration, *Program Descriptions, *Program Development, Program Planning, *Social Studies, Social Studies Units, Success Factors, Teacher Participation

An eclectic social studies model for grades 4-6 is described in this practicum. The report of this project, which was developed for the West Islip, New York, public schools and implemented there in 1975, is presented in six chapters: (1) "Analysis of the Problem" identifies weaknesses of the existing social studies program and assesses curriculum needs; (2) "Strategy" delineates the components of a modern program based on the philosophy of social studies education of the West Islip Board of Education; (3) "Selection of Pilot Programs" describes the process of choosing the seven social studies projects which were field-tested in 23 elementary classes; (4) "Installation of Pilot Programs" discusses prerequisite conditions and provision for transitional support and presents a description of pilot-program children and teachers; (5) "Evaluation of Pilot Programs" lists performance objectives developed by the National Council for the Social Studies and adopted by the West Islip Steering Committee; and (6) "Development and Installation of the Model" presents a summary of the model and discusses its implementation. Extensive documentation in the form of tables, appendices, and a bibliography is included in the document. (Author/DB)

ED 129 660 88 SO 009 428

Nature of Good and Evil.

Utica City School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—55p.; Pages 33-8, 40-3, and 48 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Course Objectives, Curriculum Design, Curriculum Development, Elementary Secondary Education, *Ethical Instruction, *Ethical Values, Experimental Curriculum, Human Development, *Humanistic Education, Inservice Teacher Education, Instructional Materials, Instructional Media, Literature, Media Selection, Moral Development, Multimedia Instruction, *Philosophy, Resource Units, Social Studies, Values, Workbooks

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project SEARCH

This humanistic curriculum project concerning good and evil is part of a model program of inservice training and curriculum redesign for grades K-12 known as Project SEARCH. Objectives of the unit are to provide students an understanding that good and evil are a reflection of man's values, a comprehension of modern scientific theories on the innate duality of man's nature, a realization that man must look to himself for definitions of good and evil and accept responsibility for his own actions, and a comprehension of literary works which deal with Western man's belief that he is innately evil or basically good. The study is divided into six chapters. The first chapter presents a 28-item bibliography of books, articles, films, plays, television specials, filmstrips, records, slide programs, student presentations, simulation games, and teacher readings. The second and third chapters describe specific assignments which investigate the nature of good and evil in man and the foundations of Western society from an historical perspective. Chapter four integrates the study of three novels into the unit and Chapter five provides forms for student evaluation of the project. The last chapter presents student poems and speeches for recitation as well as a list of quotes and poems selected by students. (Author/DB)

ED 129 661 SO 009 429

Life, Liberty, and the Pursuit of Happiness. Materials for Using American Issues Forum in the American History Classroom, Topic IX.

New York State Education Dept., Albany, Bureau of Secondary Curriculum Development.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—35p.; Several pages of original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 102 and SO 009 430

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Choice, Case Studies, *Classroom Techniques, Experimental Curriculum, Grade 11, History Instruction, Instructional Materials, Learning Activities, Leisure Time, Moral Issues, *Problem Solving, *Questioning Techniques, Secondary Education, *Social Problems, Social Studies, Teaching Methods, *United States History

Identifiers—*American Issues Forum
Four modules of classroom strategies provide suggestions for examining U.S. history in light of contemporary issues. "The Right to Life" uses the Karen Anne Quinlan case as a model for exploring moral, legal, and medical issues related to euthanasia. Students discuss the reasoning and viewpoints of various groups associated with the case, and they consider the merits of a "living will." "The Dream of Success" focuses on problems involved in making a career choice and allows students to critically analyze strengths and weaknesses of a variety of work roles. Self-evaluation instruments and interviews with workers help students identify factors influencing people to be satisfied or dissatisfied with their jobs. "The Pursuit of Pleasure" employs an inquiry strategy to analyze evidence and formulate conclusions about leisure in American society. In "The Fruits of Wisdom," students learn and apply a problem-solving technique to assess the social and economic impact of the Alaskan pipeline. Rationales and teaching plans are provided for all modules, which are being field-tested. (AV)

ED 129 662 SO 009 430

Growing up in America. Materials for Using American Issues Forum in the American History Classroom, Topic VIII.

New York State Education Dept., Albany, Bureau of Secondary Curriculum Development.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 76

Note—40p.; Several pages of original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 102 and SO 009 429

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Analysis, *Educational History, Experimental Curriculum, Family (Sociological Unit), Grade 11, Instructional Materials, Instructional Media, *Learning Activities, Role Perception, Secondary Education, Social Studies, *Sociocultural Patterns, Teacher Developed Materials, *United States History

Identifiers—*American Issues Forum

Seven modules provide perspective on United States history in terms of the American as an individual in the community. Part One, The American Family, explores roles of American men and women, marriage, and the family. Letters written in 1776 between John and Abigail Adams are contrasted with letters written in 1975 between working mothers. Family structure and roles of immigrants are compared to students' own families and those on TV programs. In Part Two, Education for Work and for Life, students trace the development of the public school system, read historical accounts of barriers to women in higher education, and analyze statistics of men and women in various occupations today. Benjamin Franklin's autobiography and self-improvement chart are used as models for students to evaluate their own experiences with education as "an individual achievement." The materials, which are in field-test condition, represent three types: given materials, including current and historical readings; suggestions for student contributions relying on experience with family living, education, and religion; and suggestions for alternative strategies and materials available in the school or community. (AV)

ED 129 663 SO 009 431

Alvir, Howard P.

Futurestics and the Role of the Responsible Leader in Providing Better Schools for Less Money: A Look into the Future.

Pub Date 76

Note—20p.

Available from—H. P. Alvir, c/o Films, 27 Norwood Street, Albany, New York 12203 (send 9 x 12 stamped self-addressed envelope for loan copy)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Educational Alternatives, *Educational Experiments, *Educational Finance, Educational Improvement, Educational Innovation, Educational Legislation, Educational Policy, Elementary Secondary Education, *Futures (of Society), Job Training, Leadership Responsibility, Learning Motivation, *Program Descriptions, Program Effectiveness, *Program Evaluation, Public Education, Skill Development, Student Role

Forecast of a 1986 program of educational innovation involving education stamps and student bank accounts is presented. The objectives of the program are to provide more efficient, less expensive, and more equal education. The author maintains that these objectives will be met by allowing average citizens to spend money on an individual basis in pursuit of education. Focused on are such aspects of the project as checkbook management rules for each age group, education stamp allocation, extra checks for job related competencies, legislative allocation of tax money for distribution to individuals, and adult and community education programs. Evaluation of all aspects of the program is discussed, measurements of public opinion and of cost and benefits are outlined, and the author's judgment that the program will succeed is explained. The report is presented in eight chapters which have the following titles: "A Look into the Future," "Evaluation—How Well Did It Work," "Evaluation Means Measurement," "Evaluation Means Personal Judgment," "Evaluation Means Equating Performance with Prestated Objectives," "Evaluation Means Evolution," "Evaluation Means Public Opinion," and "Evaluation Means Tax Dollars." (Author/DB)

ED 129 664 SO 009 433

Fishman, Samuel Z.

Guide to Feature and Documentary Films for the Hillel Program, Newly Revised.
B'nai B'rith, Washington, D.C. Hillel Foundations.

Note—31p.

Available from—B'nai B'rith Hillel Foundations, 1640 Rhode Island Avenue, NW, Washington, D.C. 20036 (\$1.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annotated Bibliographies, Cultural Awareness, *Cultural Education, Documentaries, *Educational Resources, *Ethnic Studies, *Filmographies, Films, Guides, *Jews, Secondary Education

One hundred eighty films depicting the Nazi period, Soviet Jewry, Jewish artists, the Holocaust, and aspects of Jewish history and archaeology in ancient Israel are annotated. Suggestions are made for using the films as an educational resource—as discussion starters, as lead-ins for interpretation by a knowledgeable faculty member, or in the case of series as the basis for in-depth examination of related themes. Most of the films are at least one hour in length, and are for use at the senior high school level and above. Specific information is given on duration, color, black-white, distributors, and production dates. For each film a short annotation summarizes the plot and describes special features such as famous directors or unusual precautions in the film's use. Program models for group showings are suggested, covering topics such as "The European Experience" and "Issues of Conscience for Contemporary Jews." Organizations are identified which have published guides to audiovisual materials, and major distributors are listed with addresses. (AV)

ED 129 665 SO 009 437

Minsien, Friedrich

Political Education in the Schools of the Federal Republic of Germany. German Studies Notes.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76

Note—33p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Borrell

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Curriculum, Educational Assessment, *Educational Change, *Educational History, Educational Needs, Elementary Secondary Education, Foreign Countries, Political Science, Political Socialization, *Social Sciences, *Social Studies, Teacher Education, Teacher Role

Identifiers—*West Germany

This paper examines West Germany's educational system by discussing the status of K-12 political and social studies education. It was not until the late 1960s that social studies education was introduced as a subject on a wide scale into West Germany's school curriculum. The reason for its introduction and development was the desire to supplement the traditional German conception of a democratic state with elements of American democracy as a way of life. Empirical studies dealing with the results of political education from the 1960s indicate that attitudes regarding more democracy, less prejudice, and a greater readiness to criticize and participate in the political process have not changed much. This is due to several factors: the lack of a central institution which would determine objectives of social studies education and deal with pedagogical and methodological problems; the lack of special training of many teachers in social studies; and the tendency of many tenured teachers to rely mainly on poorly written textbooks and not to utilize audiovisuals and other supplementary materials. Two reactions to the paper are also included. (Author/RM)

ED 129 666 SO 009 438

Holtmann, Antonius

Some Remarks on the Theory of Political Education. German Studies Notes.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76

Note—49p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by W. and I. Winter

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Conceptual Schemes, Developmental Psychology, Educational Improvement, Educational Objectives, *Educational Philosophy, *Educational Theories, Elementary Secondary Education, Environmental Influences, Foreign Countries, *Learning Characteristics, Learning Processes, Learning Theories, Political Issues, *Political Science, Social Influences, Theoretical Criticism

Identifiers—*West Germany

This theoretical discussion explores pedagogical assumptions of political education in West Germany. Three major methodological orientations are discussed: the normative-ontological, empirical-analytical, and dialectical-historical. The author recounts the aims, methods, and basic presuppositions of each of these approaches. Topics discussed include what is and what is not learned in schools, how teachers might talk about political education, how to formulate political and educational ideas theoretically and how to conceptualize them, to what degree theoretical positions can be called political, how theories are discussed in political didactics, and literature on the discussion of political didactics within West Germany. Views of socialist Herbert Marcuse and liberal Karl Popper are compared in an attempt to show politics as the concrete expression of theories extracted from the humanities and the sciences. Remarks on the paper by Cleo Cheryholmes at Michigan State University and Klaus Hornung at Pädagogische Hochschule, Reutlingen, West Germany, are included. German bibliographic sources are cited in the document. (Author/DB)

ED 129 667 SO 009 439

Hilligen, Wolfgang

Report on the Distance Studies Course "Social Studies." German Studies Notes.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76

Note—72p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Borrell

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Civics, Comparative Analysis, *Comparative Education, Developmental Programs, Educational Innovation, Educational Objectives, Educational Philosophy, *Educational Programs, Educational Theories, Elementary Secondary Education, Foreign Countries, Higher Education, Interdisciplinary Approach, Learning Theories, Matrices, Political Socialization, Problem Solving, *Program Descriptions, Social Sciences, *Social Studies, *Teacher Education, Values

Identifiers—*West Germany

An innovative social studies teacher education program at the University of Tübingen, West Germany, is described. The problems, aims, and structure of the course of study as well as general theories of learning in West Germany are discussed and these educational phenomena are compared with their American counterparts. The paper is presented in four sections. Section I introduces the preconditions, problems, and development of the social studies program. Four subject areas are identified: sociology, political science, law, and economics. Section II discusses specific problems of the project including key concepts, key questions, and creation of a matrix to reflect these elements. Section III compares American and German structures of knowledge and problems of scientific theory. Section IV presents texts from the social studies curriculum.

A bibliography is included in the document. (Author/DB)

ED 129 668 SO 009 440

Hagener, Caesar

On the Project "Party Democracy." German Studies Notes.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76

Note—35p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by J. L. Bates

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Citizen Participation, Civics, *Comparative Education, Course Descriptions, *Curriculum Design, Curriculum Development, Educational Objectives, Elections, Foreign Countries, Instructional Materials, Multimedia Instruction, Participant Involvement, Political Affiliation, *Political Issues, *Political Science, *Program Descriptions, Secondary Education, Social Sciences, Social Studies

Identifiers—*West Germany

A curriculum project on political party democracy in West Germany is described. Intended mainly for use in grades 9-10, the curriculum was developed by German social scientists, educators, and students from 1971 to 1973. The curriculum report is presented in two sections. Section I describes the learning package, tells who it is designed for, relates how the problems of party democracy were structured as learning material, and gives examples of how learning objectives and multimedia methods are interrelated. Section II specifies the four motives for the curriculum: party democracy as learning material, the curriculum as a multimedia-based course, the development of an objective-oriented teaching approach, and the party democracy teaching unit as an open curriculum. The first five chapters deal with the topic of election campaigns, and the last seven chapters focus on the political influence of the citizen over that of political parties in various situations including activities between elections, party platform establishment, and inner party functioning. Specific learning sequences are described. For example, the chapter titled "Election Campaign: A Publicity Spree?" provokes the student into looking more closely at the publicity stunts of an election campaign by testing seven campaign-related statements. (Author/DB)

ED 129 669 SO 009 441

Rebel, Karlheinz

Social Studies: A Multi-media Study Project in the Educational Section of West Germany's South-West Broadcasting Company. German Studies Notes.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date 76

Note—26p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Winck

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Educational Objectives, Educational Programs, *Educational Television, Elementary Secondary Education, European History, Foreign Countries, Futures (of Society), Instructional Innovation, Interdisciplinary Approach, Learning Activities, *Multimedia Instruction, Peace, Political Attitudes, Political Influences, *Political Socialization, *Social Studies, Teaching Methods

Identifiers—*West Germany

This study of multimedia political education in West Germany deals specifically with a South-West German Broadcasting Company's educa-

tional television project in the social studies. The dual purpose of the study was to assess the rationale behind the TV series and to present an overview of the structure and function of units which have been presented since the program's inception in 1968. As a background, the author describes the didactic structure of the project, the teacher's and student's manuals, the personal teaching medium, the developmental planning of the project, the characteristic features of the social studies project in general, and the specific objectives of the political education unit. The author identifies three conceptual categories which were of major concern to the curriculum developers: first, existential concepts; second, political dialectic concepts; and third, value concepts. The 25 units produced in 1974-75 are divided into categories of roles and group behavior, membership in social groups, membership in political groups, socioeconomic behavior, and political behavior of groups. References are included. (Author/DB)

ED 129 670 SO 009 443

Klein, Gary A. Weitzenfeld, Julian

General Description of Human Problem Solving.

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Report No.—AFHRL-TR-76-44

Pub Date Jun 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Theories, *Decision Making, Educational Improvement, Human Development, Individual Psychology, Memory, *Models, Problems, *Problem Solving, Productive Thinking, Psychological Needs, Psychological Patterns, *Psychological Studies, Psychology, Skill Development, *Theories

A theoretical model relating problem identification to problem solving is presented. The main purpose of the study is to increase understanding of decision making among Air Force educators. The problem-solving process is defined as the generation and evaluation of alternatives that will accomplish what is needed and the reidentification of what is needed based on the experience of generating and evaluating the alternatives. An analysis of problem solving is presented which extends the Gestalt approach. The paper is divided into seven chapters: (1) the Deweyan tradition, the Gestalt model, and the information processing model; (2) definition; (3) deductive inference, inductive inference, and analogical inference; (4) long-term memory; (5) management processes; (6) problem identification as well as generation and evaluation of alternatives; and (7) the theory of reidentification as it creates a better understanding of how problem-solving abilities develop through performance rather than description or definition. References are included in the document. (Author/DB)

ED 129 671 SO 009 444

Reviews of National Policies for Education. Netherlands: Contours of a Future Education System.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 76

Note—95p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20006 (\$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Comparative Analysis, *Comparative Education, Data Analysis, Educational Assessment, Educational Objectives, Educational Philosophy, *Educational Planning, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Futures (of Society), Government Role, Higher Education, Program Descriptions, Program Development, Tables (Data), Trend Analysis

Identifiers—*Netherlands

Guidelines for the development of the Dutch educational system from 1975 to 1995 are presented in this booklet. Part of a series of reviews of member countries' educational planning and policy, this document is presented in three parts. Part I, Background Report, is the official English summary of the original report titled "Contours of a Future Education System" and known as the Contours Memorandum. It

emphasizes educational objectives, the social implications of education, the teacher's role, costs, and efficiency, and describes ideal future schools from the elementary level through higher education. Part II, Examiners' Report and Questions, presents the report of the Organization for Economic Cooperation and Development (OECD) examiners who visited the Netherlands in 1976. This section includes criticisms and comments on all phases of the original report and specific questions on statements made in the report. Part III, The Confrontation Meeting, gives an account of the discussion which took place at the May 1976 meeting of the OECD Education Committee between the examiners and the Dutch delegation. A list of the examiners and the Dutch delegation members is included in the report. (Author/DB)

ED 129 672 SO 009 445

Downey, L. W. And Others

The Social Studies in Alberta—1975: A Report of an Assessment.

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Dec 75

Note—337p.; For a related document, see SO 009 446

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Classroom Observation Techniques, Classroom Research, Comparative Education, *Curriculum Evaluation, *Educational Assessment, Educational Improvement, Educational Needs, Elementary Secondary Education, Foreign Countries, Formative Evaluation, Program Descriptions, Program Development, Public Schools, Question Answer Interviews, *Social Studies, Social Studies Units, State Departments of Education, *Summative Evaluation, Surveys

Identifiers—*Alberta

Design implementation and classroom instruction of the Alberta, Canada, social studies curriculum master plan are assessed in this report. The objective of the study was to synthesize findings of investigative activities into a set of general conclusions from which recommendations could be developed. It was concluded that internal inconsistencies of the plan plus a lack of teacher awareness of its subtle intents have rendered it less useful than it ought to be. The following reasons are given for this weak translation of the Master Plan into programs: lack of time for program development, lack of resources, insufficient consultative services, and teacher incompetence in program development. To counteract these difficulties, nine recommendations are offered, including creation of an ad hoc task force to reassess and revise the master plan, revision of the documents of the master plan by the Department of Education, and encouragement of teachers to achieve a broader social studies repertoire and a better balance of classroom activities. The final judgment was that the social studies plan is commendable and highly acceptable in its major orientations and should be continued, with certain refinements. Five appendices discuss the background of the study; critique the master plan; provide the survey of teachers, students, and parents; assess the instructional programs; and present observations of site visits. Tables, charts, and questionnaires are included in the document. (Author/DB)

ED 129 673 SO 009 446

Downey, L. W. And Others

The Social Studies in Alberta—1975: A Summary of a Report of an Assessment.

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Dec 75

Note—38p.; For a related document, see SO 009 445

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Observation Techniques, Classroom Research, Comparative Education, *Curriculum Evaluation, *Educational Assessment, Educational Improvement, Educational Needs, Elementary Secondary Education, Followup Studies, Foreign Countries, Formative Evaluation, Program Descriptions, Program Development, Public Schools, Question Answer Interviews, *Social Studies, Social Studies Units, State Departments of Education, *Summative Evaluation, Surveys

Identifiers—*Alberta

This summary report assesses the design implementation and classroom instruction of the Alberta, Canada, social studies curriculum. The purpose of the study was to present a synthesis of findings from five investigative activities undertaken by a research association in Alberta: (1) review of the background of the program, (2) critiques of the master plan, (3) questionnaire survey of teachers, students, and parents, (4) analysis of locally developed programs, and (5) series of interviews, observations, and site visits. The study is presented in four chapters. Chapter I, The Questions, asks how appropriate and effective are the original master plan, the programs which have been developed at the local level, and the typical classroom situation. Chapter II, Summary of Conclusions and Supporting Evidence, broadly generalizes conclusions for the master plan, program development, and the classroom situation. Chapter III, Summary Judgments, presents a profile of attainment of educational objectives in the three sectors of the curriculum, and Chapter IV, Recommendations, suggests nine specific steps which might improve the project. It is concluded that the social studies program is consistent with emerging objectives of education but is not being effectively implemented. (Author/DB)

ED 129 674 SO 009 448
Rindjuss, Ronald R. Bumpass, Larry L.
Fertility during Marital Disruption. Discussion
Paper 343-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—IRP-DP-343-76
Pub Date Apr 76

Grant—HD05876; HD07682

Note—33p.; Paper presented at the annual meeting of the Population Association of America (Montreal, Quebec, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Birth Rate, Children, Comparative Analysis, Females, *Illegitimate Births, *Marital Instability, *Marital Status, *Population Trends, *Poverty Research, Predictor Variables, Problems, Sex Role, Social Science Research, Social Status, Sociocultural Patterns, Statistical Analysis, Tables (Data), Trend Analysis

The frequent occurrence of childbirth during periods of marital disruption is discussed. Life table procedures based on 1970 information show, from a sample of 1,054 women, that slightly more than 25% of separated, divorced, or widowed women had given birth within 48 months of marital disruption. The variables affecting these statistics are described in terms of race, education, parity, and, most importantly, age at time of disruption. A multivariate analysis is used to explore the cumulative prevalence of having experienced intermarital fertility among women over age 30. Four possible explanations for childbirth phenomena are given: "last chance" pregnancies that are attempts to keep integrating marriages together, unplanned pregnancy, careless contraception, and births fathered by someone other than the previous or anticipated spouse. It is concluded that the prevalence of childbirth during marital disruption and the social policy issues connected with such births rank it in importance with illegitimacy. References are included in the paper. (Author/DB)

ED 129 675 SO 009 449
Global Studies Conference (Groton School, Groton, Massachusetts, June 11-13, 1976).
Global Development Studies Inst., Madison, N.J.
Pub Date 76

Note—19p.; For a related document, see ED 113 267

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Conference Reports, *Curriculum Development, Development, Educational Objectives, Energy, Energy Conservation, Food, *Global Approach, Instructional Materials, *Interdisciplinary Approach, International Education, Natural Resources, Natural Sciences, Secondary Education, Social Sciences, *World Affairs, *World Problems

This workshop provided a meeting place for 35 secondary-school educators and resource leaders to share concerns, ideas, methodologies, and con-

tent in the teaching of global studies. The purpose was to bring together teachers from the social science and natural science departments to develop plans to integrate their respective departments for the teaching of global issues. Six goals for global studies were identified along with recommendations and suggestions for further action. The case study method was recommended as being particularly useful when focusing on topics such as food and energy. These four areas of common concern were recognized: skills and content, methodology, resources and materials, and obstacles to the planning and introduction of a new course. The document concludes with a list of conference papers, conference participants, and resource persons. The conference agenda is also included. (Author/DB)

ED 129 676 SO 009 450
Project Business: Businessmen United with Schools in New Economics for Social Studies. Handbook.

Meridian Municipal Separate School District, Miss.

Pub Date 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Awareness, *Economic Education, Educational Programs, *Field Experience Programs, Learning Experience, Organizations (Groups), *Program Descriptions, *School Community Programs, Secondary Education, Statistical Analysis

A high-school-level field experience program in economic education in Meridian, Mississippi, is described. The program provided exposure to various careers as well as experience with economic processes. Each student spent several weeks in a variety of business, industrial, and manufacturing organizations. Students learned the background of each organization, personnel policies, operating areas, and payroll and accounting procedures. Every two weeks students met in classroom seminars for follow-up activities, reinforcing principles and concepts they had learned on the job. Students who participated received one-half unit of credit toward graduation. In a pilot phase, one group of students, which did not receive supplementary classroom instruction, performed significantly lower on the Test of Economic Understanding than did the students with supplementary instruction. In the Handbook, the Sponsors Section describes the program, basic economic concepts emphasized in the seminars, and a schedule of seminars. The Student Section explains the program and students' responsibilities and gives a sample of the evaluation form to be filled out by sponsors for each student. (AV)

ED 129 677 SO 009 452
LaHart, David E. Allen, Rodney F.

Implementing Energy Education in Florida's High Schools: A Two-Week Credit Institute for Teachers in North Florida. Final Report, Volume II.

Florida State Univ., Tallahassee. Environmental Education Project.

Spons Agency—Energy Research and Development Administration, Washington, D.C.

Pub Date Sep 76

Contract—E-40-1-5120

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Conservation Education, *Curriculum, Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, Home Economics, *Learning Activities, Science Units, Simulation, Social Studies Units, *Teacher Developed Materials, *Unit Plan

Curriculum units developed by high school teachers are provided for specific content instruction in energy education. Based on group agreement that energy education should assist students in changing attitudes, altering personal behavior and energy consumption, and developing sound alternatives, the units are categorized by social studies, science, and home economics. The social studies units begin with several activities involving energy vocabulary terms. For example, crossword puzzles and bingo games reinforce definitions. A week-long simulation game based on political decision making creates awareness of energy allocation problems in terms of such issues as litter clean-up, new housing developments, and public swimming pools. The science units focus on the technology of biological and physical energy systems. Debates about different

types of energy use are encouraged, and laboratory projects such as the construction of a solar biogenerator are encouraged. In the home economics units, students learn methods of energy conservation in family life and personal values. Carefully planned house construction, insulation, and use of shrubbery are seen to reduce energy consumption in all seasons. Making hot pads out of a discarded quilt is one of several suggestions for recycling household materials. (AV)

ED 129 678 SO 009 453

Brown, Richard H., Ed.

Access to History: A News Exchange of History Education.

Newberry Library, Chicago, Ill.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date 76

Note—45p.

Available from—The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610 (\$3.00 for 3 issues)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Resources, Elementary Secondary Education, Family (Sociological Unit), Higher Education, History, *History Instruction, Learning Activities, *Local History, *Newsletters, *Student Projects, Student Research

This is the first issue of a newsletter for educators interested in new approaches to history teaching and learning, elementary school through graduate school. The purpose is to provide information about significant new ideas in history study, present a forum for analysis and criticism, and encourage similar analysis in existing professional literature. The issue contains articles which describe an innovative educational project centered at Hamilton-Wenham Regional High School in Massachusetts; a unit on colonial life involving students in the outdoors and the community and emphasizing interdepartmental studies and a strong affective component; and a student project to write the history of a Chicago school founded in 1901 as an outgrowth of the progressive education movement. Four publications which explore local history, customs, and townships are discussed in an article titled Community History: The Foxfire Project. Another article, Family Biography: A Guide to Resources, comments in detail on background, structure, and resources for family biography research. A bibliography and syllabi of three college courses on the subject are provided. (AV)

ED 129 679 SO 009 454

Casteel, J. Doyle Williford, Miriam

Planning Cross-Cultural Lessons: Specifications for the Design of Thirty-Three Learning Activities. A National Seminar Publication.

Latin American Studies Association, Inc., Gainesville, Fla.

Spons Agency—Tinker Foundation, New York, N.Y.

Pub Date Mar 76

Note—132p.

Available from—Latin American Studies Association, Box 5102 Winthrop College Station, Rock Hill, South Carolina 29733 (\$3.00 softbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Teaching, *Cross Cultural Studies, *Cultural Education, Decision Making, Elementary Secondary Education, Higher Education, Learning Activities, *Skill Development, Social Studies, Teaching Guides, *Teaching Methods, Values

Specifications are provided for the design of 33 student activities that teachers may use to plan and conduct cross-cultural lessons. The book is appropriate for use in elementary, secondary, and higher education. Six dimensions of cross-cultural understanding and inquiry are discussed in terms of learning conditions which the teacher needs to create in order to develop and use learning activities. The book does not list specific activities, but it discusses general types of activities best suited to learning in each dimension. Specifications are given for design and use of activities which (1) stress acquisition of accurate information about other cultures; (2) help students acquire and apply concepts that will increase their ability to understand cross-cultural behavior; (3) demonstrate use of analytical constructs to organize cross-cultural inquiry; (4) refine valuing skills within social and cultural restraints; and (5)

simulate conditions found in a culture other than the students' own culture of socialization. (AV)

ED 129 680 SO 009 455

Blackburn, Guy J.

Human Relations Training and Teachers' Attitudes. Prepublication Draft.

Pub Date 7 Jun 76

Note—25p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 19-23, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Educational Research, Elementary Secondary Education, *Program Evaluation, Racial Attitudes, *Sensitivity Training, Social Attitudes, *Statistical Analysis, *Teacher Attitudes, Teacher Education

Identifiers—Minnesota

This study examined the effects of Minnesota's mandatory human relations training program on the attitudes of teachers. An anonymous and complex questionnaire was mailed to a random sample of Minnesota's educators. Social and racial attitudes of teachers who had been trained under the mandatory program were compared with those of untrained teachers. Attitudes toward contemporary classroom practices were also measured. Analysis of variance was used to determine the effects of sex, teaching level, and years of teaching experience on teachers' attitudes. Measures were taken to examine three areas of attitudes: (1) identifying and dealing with discrimination, (2) creating positive learning environments, and (3) respecting human diversity. These instruments were designed to measure the major components of Minnesota's Human Relations Program. The results revealed that the training seemed to have had no effect on teachers' attitudes in the latter two areas. Human relations training did, however, seem to help teachers "identify and deal with discrimination." Female teachers scored higher on all three measures than males. (Author)

ED 129 681 SO 009 456

Women's Films—A Critical Guide.

Indiana Univ., Bloomington. Audio-Visual Center.

Pub Date 75

Note—131p.

Available from—Indiana University Audio-Visual Center, Bloomington, Indiana 47401 (\$5.95 paper copy, 10% discount for 10 or more, prepayment necessary)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Communication, Career Awareness, Catalogs, Content Analysis, Documentaries, *Females, *Feminism, *Filmographies, *Films, Film Study, Guides, Instructional Films, Instructional Materials, Reference Materials, Sex Discrimination, Social Change, Social Environment, *Womens Education

Annotations of 192 recent films which address themselves to subjects of particular interest to women are presented in this reference guide. The guide is intended for use by women's film festivals, consciousness-raising groups, women's studies programs, and guidance programs. Issues considered by the feminists, professional television film crews, and film production companies include: How have individual women coped with changing traditions and values? What is the women's movement? How does society discriminate against women? Twenty specific topic areas are identified by the authors, including abortion, child care, job discrimination, history, ironic commentaries, rape, self-defense, third-world women, and working mothers. The guide is divided into four parts, each of which contains annotations of films evaluated by a different committee. The authors identify the reviewers as a film screening committee at Indiana University (87 films); the Extension Media Center, University of California, Berkeley (20 films); the Indiana University Audio Visual Center (74 films); and private film distributors (11 films). Distribution and technical information is provided with each film description. A bibliography noting information on women's films not annotated in the catalog and a sample film evaluation form are included in the booklet. (Author/DB)

ED 129 682

Kraemer, Alfred J.

Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication. Technical Report 73-17.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-17

Pub Date Jul 73

Contract—DAHC-19-73-C-0004

Note—66p.; For a related document, see SO 009 458

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Bias, *Communication Problems, *Communication Skills, *Cultural Awareness, Cultural Background, Cultural Differences, Cultural Interrelationships, *Cultural Traits, *Foreign Culture, Instructional Programs, Intercultural Programs, Oral Communication, Program Development, Self Evaluation, *Teaching Techniques

This report describes development of an exercise designed to improve intercultural communication skills. The exercise is intended for use in instructional programs that prepare Americans for work in a foreign cultural environment. When persons of differing cultural backgrounds attempt to communicate with each other, each makes unwarranted, culturally conditioned assumptions about the other person. This makes communication difficult. An exercise was designed to reduce this effect through increased cultural self-awareness. Participants analyze videotapes of staged "excerpts" from intercultural dialogues that contain subtle manifestations of cultural influences that are present in American society. The participants learn how to recognize such manifestations. To facilitate this difficult process, the excerpts are grouped into sequences with each sequence showing several manifestations of the same cultural influence while noncultural influences are varied from excerpt to excerpt. In each sequence, the cultural influence is a common element that is gradually brought into focus. Scripts for 138 excerpts, grouped into 21 sequences, are presented in an appendix. (Author/ND)

ED 129 683

SO 009 458

Kraemer, Alfred J.

Workshop in Intercultural Communication: Handbook for Instructors. Technical Report 74-13.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-74-13

Pub Date Jun 74

Contract—DAHC-19-73-C-0004

Note—79p.; For a related document, see SO 009 457

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, Bias, *Communication Problems, *Communication Skills, Cultural Awareness, Cultural Background, *Cultural Differences, Cultural Interrelationships, Cultural Traits, Evaluation Methods, *Foreign Culture, Intercultural Programs, Oral Communication, Self Evaluation, *Teaching Guides, *Workshops

This handbook provides detailed guidelines for conducting the exercise described in SO 009 457 as a workshop on intercultural communication. The objective of the workshop is to improve participant skill in intercultural communication by increasing the ability to recognize cultural influences in participants' own thinking. Aspects of conducting the workshop that are described in the handbook include (1) knowing participants' backgrounds, (2) explaining the objective of the workshop, (3) describing the workshop exercise to participants, (4) preparing participants for the exercise, (5) following instructional procedure during the exercise, and (6) handling participant resistance to the learning process. A guide to the scripts of the videotaped dialogues used in the workshop exercise indicates specific aspects of an American's utterances that reflect cultural influence which is common to all excerpts in a sequence, clues about utterances of the foreign culture, and examples of how cultural influences manifest themselves in most sequences. Also provided in the handbook are methods for evaluating the workshop, such as a cultural self-awareness test designed to measure ability to recognize cul-

tural influences in one's own thinking. Data obtained from an evaluation of an abbreviated version of the workshop are included for comparison. (Author/ND)

ED 129 684

SO 009 459

1975 Curriculum for Primary Schools: Social Studies Guidelines.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, Comparative Education, *Curriculum, *Discovery Processes, Early Childhood Education, Elementary Education, *Guidelines, Human Development, Learning Processes, Primary Education, Questioning Techniques, *Social Behavior, Social Development, *Social Studies, *Thought Processes, Values

Curriculum guidelines are given for social studies instruction in primary grades in New South Wales. No compulsory topics are suggested, but the rationale, objectives, and areas of inquiry provide a framework within which teachers can work. Based on the assumption that social studies should contribute to the development of individuals who can operate flexibly and responsibly in a changing environment, the guidelines suggest ways in which to form children's patterns of thinking, valuing, feeling, and acting. Three areas of inquiry—personal, social, and environmental—are to be explored through focus questions. They establish problems of concern to the child, stimulate curiosity, and promote concept development. Processes of inquiry and discovery which influence thinking are explained, and the nature and development of values awareness are explored. Activities and teacher roles which help promote children's emotional responses and positive personal actions are suggested. A variety of resources are seen to be important, and specific learning activities such as role play and field studies are recommended to provide learning contexts. The purposes and methods of evaluation are reviewed and components of unit structure are outlined. (AV)

ED 129 685

SO 009 460

Cousins, Jack

Simulation Games: Tool for Political Efficacy.

Pub Date [76]

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Games, Elementary Secondary Education, Instructional Media, Learning Activities, *Literature Reviews, *Political Attitudes, Political Science, Politics, *Resource Guides, *Simulation, *Student Behavior, Teaching Methods

Use of simulation games to develop insights relative to the U.S. political system is discussed. The games involve processes of nomination and election of senators and presidents, campaigning, and legislative decision making. First, selected dimensions of simulation game utilization are reviewed. There is agreement that outcomes of simulation games include student motivation, development of decision-making skills, and nonthreatening teacher-student interaction. Less substantiated outcomes are cooperation, empathy, and learning about competition and the role of chance. In a discussion of specific games which might be valuable in affecting political attitudes and values, special attention is given to development of positive political efficacy in students. Research using different simulation games shows that one game definitely helps develop positive attitudes toward political processes and another influences children from higher economic groups more than lower socioeconomic backgrounds. In a final section, specific games are described which seem especially good for classroom utilization. Some are embedded in curriculum materials; others are freestanding. Sources and costs are given. (AV)

ED 129 686

SO 009 461

Smith, David Allan

A Model of the Adoption and Diffusion of Innovations for the Case of the Individual Decision Maker.

Pub Date 76

Note—20p.; Paper presented at the annual meeting of the Association of American Geographers (72nd, New York, New York, April 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Agriculture, Animal Science, Case Studies, Data Analysis, *Decision Making, Decision Making Skills, *Diffusion, Economic Status, *Farmers, Foreign Countries, Geography, Group Structure, *Innovation, Measurement Techniques, *Models, Multiple Regression Analysis, Research, Statistical Analysis Identifiers—*Sweden

Information on the development and testing of a model of spatial diffusion and adoption of an agricultural innovation is presented. The data concern the practice of artificial insemination of cattle in southern Sweden. The model is intended to predict the time at which adoption occurred in terms of the time at which the innovation became available in the adopter's neighborhood, the time at which the adopter first heard about the innovation, and the adopter's set of personal acquaintances, age, and economic status. Eighteen critical variables are used in the model, including availability and cost of the innovation, projected benefits, existence of a support infrastructure, agricultural income of the farmer, and size of the farmer's herd. Test results show that the innovative farmers were consistently difficult to classify and that the linear relationship, which was broadly applicable to the early majority adopters, late majority adopters, and laggards, was inapplicable to them. The need for further research on models of this type is indicated. References are included. (Author/DB)

ED 129 687 95 SO 009 465
 Goodman, Leroy V., Ed. *And Others*
A Nation of Learners.

Office of Education (DHEW), Washington, D.C.
 Pub Date 76
 Note—166p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 017-080-01540-4, \$4.05 paper cover)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
 Descriptors—Career Education, Community Colleges, Continuous Learning, *Education, Educational Accountability, Educational Change, *Educational History, *Educational Philosophy, Elementary Secondary Education, Equal Education, *Essays, Futures (of Society), Higher Education, History, Instruction, *Learning, Public Education, School Organization, *United States History, Womens Education

Thirty-nine articles provide a composite picture of American education as it has developed during the past 200 years. Most of the articles are written by educators. Vignettes of daily routines in a one-room schoolhouse in 1775 and a description of how a log college was built in Pennsylvania in the 1770s indicate the process and philosophy of education at that time. The struggle of women for equal rights is documented by articles about issues and significant women educators in the 18th century as well as the 20th. Education of immigrant groups, minorities, and handicapped children is discussed. Changes in school building structure from the one-room schoolhouse to the modular open classroom reflect changing theories about the nature of the educative process. History of land grant colleges and community colleges is traced, and the roles of nonpublic schools and libraries are explored. Several articles examine curriculum—arts versus science, career education—and methods of presentation such as textbooks, audiovisual instruction, cartoons, and lyrics. Recent concepts such as accountability and lifelong learning are explained. (AV)

ED 129 688 SO 009 467
 Dunlap, Robert L., Ed.
Social Studies Education, into the Second Two Hundred Years.

Illinois Council for the Social Studies.
 Pub Date May 76
 Note—80p.

Available from—Illinois Council for the Social Studies, College of Education, Western Illinois University, Macomb, Illinois 61455 (\$2.00 paperbound)

Journal Cit—The Councilor; v36 n1 May 1976
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—Career Education, Decision Making Skills, Educational Change, Elementary Secondary Education, *Futures (of Society), Program Effectiveness, *Relevance (Education), Skill Development, *Social Studies, Teaching Methods, Values

This journal issue discusses the relevancy of K-12 social studies education and examines its future. The first of 12 articles examines several views of values education and presents a rationale for using values as a focus for studying alternative futures. The second article discusses objections raised to teaching about work in social studies and shows how some educators in Illinois attempted to answer these objections. In the third article the author discusses the question, Will the social studies become the survival studies? The implications of this question for the secondary social studies teacher are examined. Problems associated with gaining public support for social studies education are presented in the fourth article. The fifth article describes ways to change the social studies curricula. Other topics discussed include social studies education in Illinois, teaching historical methods, using a credit card system in the classroom, philatelic education, career education, and using case studies to teach decision making and values. (Author/RM)

ED 129 689 SO 009 469
 Bassiouni, M. Cherif
Crimes and Criminal Justice, Students Book. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education.
 Pub Date 71
 Note—38p.; For related documents, see SO 009 470-474

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—American Government (Course), *Citizenship, *Civics, Civil Rights, Constitutional Law, Court Litigation, *Crime, Criminal Law, *Delinquency, *Due Process, Juvenile Courts, *Law Instruction, Secondary Education, Social Studies

This curriculum unit for citizenship education describes the due process of law as specified in the Constitution, interpreted by the courts, and evolved by practical experience. Its purpose is to inform high school students of their rights so that they may participate more effectively in the U.S. governmental system. It is hoped that the unit helps students determine the legal rights of citizens and law-enforcement officials. Three sections comprise the unit. Section one deals with what a crime is, including the origins of law, how law protects man, how laws protect everyone, and what is punishment for crimes. The second section, about what happens when a crime is committed, discusses arrest, probable cause, search warrants, searches, evidence, wire tapping, interrogations and confessions, frisking, personal freedom and rights, bail, prosecution, indictment, preliminary hearing, arraignment, trial, jury, counsel, and appeal. The third section on juvenile law offers information on who are juveniles, juvenile delinquency, noncriminal truancy, criminal delinquency, arrest, juvenile officers, investigation, detention, delinquency petition, and court hearing. This last section is especially pertinent to students at a time when they are becoming increasingly informed and active in society. (Author/ND)

ED 129 690 SO 009 470
 Krug, Mark M.
White Ethnic Groups and American Politics, Student Book. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education.
 Pub Date 72
 Note—99p.; For related documents, see SO 009 469-474

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—*Citizenship, Ethnic Grouping, *Ethnic Groups, Ethnic Studies, *Ethnocentrism, Italian Americans, Jews, Polish Americans, Political Science, *Politics, Secondary Education, Social Studies, Sociology, United States History
 Identifiers—*Irish Americans

This student book, one in a series of civic education materials, focuses on white ethnic groups and how they influence the operation of the American political system. The ethnic groups which are investigated include Poles, Irish, Italians, and Jews. An ethnic person is defined as anyone who decides to identify with and live among those who share the same immigrant memories and values. Ethnic origin, ethnic loyalties, and ethnic considerations play an important role in the political process of the United States. A separate chapter focuses on each of the four

minority groups and its role in the process of American politics. Jews, labeled as the shaken liberals, have historically been staunch supporters of the liberal tradition as a unified voter block, but apparent conservative trends are showing as a reaction to radical liberalism and its support of the Arab nations. The Irish built and dominated political organizations, known as machines, in several cities and their predominance in city politics continues today. Italians were rather slow in getting into politics, but in general Italians are politically conservative, strong American patriots, disunited due to internal identity conflicts, and assimilating rapidly into U.S. society. Truly a silent majority group, Poles have been inactive as an ethnic group, but they indicate recent growth in ethnic identity and pride. (Author/ND)

ED 129 691 SO 009 471
 Matthews, Anne R.

President at Work, Student Book [And] Teachers Guide. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education.
 Pub Date 72
 Note—88p.; For related documents, see SO 009 469-474

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—American Government (Course), *Citizenship, *Civics, Decision Making, *Government (Administrative Body), Political Power, Political Science, *Presidents, Role Conflict, Secondary Education, Social Studies, United States History

This curriculum unit for citizenship education deals with the office of the President of the United States. It emphasizes how a president exercises the powers of his office. Attention is also focused on the changing role of the presidency in recent years, including the power to make war and peace, downgraded importance of the Cabinet, and upgraded importance of the White House staff and presidential assistants. Chapters focus on (1) the president's inaugural address; (2) the president's staff and Cabinet; (3) how the president works with Congress; (4) the president's role as Commander-in-Chief; (5) the decision-making process; (6) the president's role as leader of the nation; and (7) the president's role as leader of the political party. Examples such as political cartoons and case studies from recent history illuminate the textual material by illustrating how presidential functions have been implemented in the past. For instance, the Cuban Missile Crisis is used as a case study of the decision-making process. Also, discussion questions are interspersed throughout the text. A teacher's guide is included which provides suggested readings for the teacher and ongoing, chapter, and culminating activities which involve inquiry exercises, in-depth discussion, and research projects. (Author/ND)

ED 129 692 SO 009 472
 Rader, William D.

Business and the American Political Process, Student Book [And] Teachers Guide. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education.
 Pub Date 73
 Note—60p.; For related documents, see SO 009 469-474

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—American Government (Course), *Business, Business Education, *Citizenship, *Civics, *Economic Factors, Economics, Financial Policy, Financial Support, *Government (Administrative Body), *Policy Formation, Political Influences, Political Science, Politics, Secondary Education, Social Studies, Taxes, Tax Rates

This curriculum unit for citizenship education is concerned with how American business influences governmental and Congressional economic and tax policies. The unit deals with aspects of business and economic affairs from the perspective of civics and citizenship education. Emphasis is focused on business and political issues and priorities, not budgets and fiscal matters, which bear on public and private finance. It is hoped that students gain a better understanding and working knowledge of business, political science, and economics. The unit examines some of the major relationships between the business community and public spending: government services, allocations of resources and income, cost and benefit determination, and taxes. Related

civics questions, such as lobbying and campaign expenditures, are also addressed. The text includes a case study of the issues and problems surrounding the enactment of a state income-tax law in Illinois. Issues of relationship between city governments and the federal government that involve political and economic pressures are discussed, including the source of the city's right to govern, pressure groups, lobbyists in Washington, and financing elections. A teacher's guide is included which provides some suggestions and opportunities for inquiry, in-depth discussion, additional research, and class discussion of the concepts and questions found in the material. (Author/ND)

ED 129 693 SO 009 473

Sheehy, Maureen S.

Voluntary Associations and the American Political Process, Student Book. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education. Pub Date 74

Note—62p.; For related documents, see SO 009 469-474

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Citizenship, *Citizenship Responsibility, Civics, Organizational Effectiveness, Organizations (Groups), Political Influences, *Political Issues, *Political Power, Political Science, Politics, Secondary Education, Social Studies, *Voluntary Agencies, Volunteers

Identifiers—American Legion, Common Cause, Friends Committee on National Legislation, League of Women Voters

This curriculum unit on citizenship education examines some voluntary associations which Americans join to accomplish certain objectives. The purposes of the unit are to show students how associations take positions on certain issues, such as reforming Congress or amnesty, and how they work to effect governmental policies. It is hoped that students can draw conclusions about these groups. Then, they can become more effective members of the groups they join because they can better analyze a group's purposes, operations, and effectiveness. After briefly discussing the historical background of voluntary associations, political participation, and power, four specific organizations are reviewed: League of Women Voters, Common Cause, American Legion, and Friends Committee on National Legislation. Based on the fight for women's right to vote, the League educates its members about issues, takes consensus positions and oversees its interest in government proceedings, and works for improvement in local government. Common Cause is a growing citizen's lobby group which monitors Congress and federal agencies to cause legislative reform. The American Legion recruits veterans of American wars and effectively influences legislation pertaining to veterans and radicalism, but it is losing its clout due to changing values and attitudes. The influential Friends Committee, a small association based on Quaker morality, takes positions on issues of Congressional reform and amnesty. (Author/ND)

ED 129 694 SO 009 474

Westbury, Ian Westbury, Susan

Indians in the American System: Past and Present, Student Book. The Lavinia and Charles P. Schwartz Citizenship Project.

Chicago Univ., Ill. Graduate School of Education. Pub Date 75

Note—80p.; For related documents, see SO 009 469-473

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indian Culture, *American Indians, Anthropology, *Citizenship, Cultural Differences, Culture Conflict, Ethnic Groups, Ethnic Stereotypes, Life Style, Political Science, Political Socialization, Reservations (Indian), Secondary Education, Social Studies, *United States History, War

The purpose of this curriculum unit on citizenship education is to enrich the way students think about American Indians by presenting the history of American Indians and their relationship with white Americans. The first chapter discusses the kinds of ideas people have about Indians, especially stereotypes of Indians being wild, red-colored, and uncivilized. The second chapter looks at the prehistory of Indian culture to see the ways in which Indian peoples learned to exploit the land. The excavations of an Indian camp site at Green Point, Michigan, are described, in-

cluding discussion of the dig, findings, and changes in Indian life from 500-1700 A.D. Chapter three recounts Indian-white relations during 1600-1900 in order to explore what happened when a stone-age culture faced an acquisitive white culture that was more highly developed and had more resources. The Iroquois Indians in the northeast serve as an example of how Indian life patterns were destroyed by European occupation of America. The last chapter examines the Indian-white contact and the way it has caused recent problems for Indians. Data on employment, income, and death are presented; termination of the Menominee tribe is related; and reservation living is described. (ND)

ED 129 695 SO 009 475

Risinger, C. Frederick

So You Want to Be a Discussion Leader: A Discussion with Group Leaders.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 76

Note—6p.; For related documents, see SO 009 476-478

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Discussion Experience, *Discussion Groups, Elementary Secondary Education, *Group Discussion, *Group Dynamics, *Guidelines, Higher Education, *Leadership Responsibility, Teacher Education

This guide deals with specific questions and answers concerning discussions and how to lead them. Instructions for group leaders explain effective seating arrangements, group size, and moderating procedures. Benefits of group discussion include increased self-expression, critical-thinking skills, tolerance of others' views, and realization of the complex nature of the "truth." These benefits develop through group dynamics of interaction, bargaining, compromise, and creativity. Resolving value conflicts and developing policies seem to be the usual purposes of discussion. Chairs should be arranged in a circle or semicircle in order to facilitate open discussion, and group size should be no larger than 15 to 20. Among problems which the discussion leader might encounter are cases of lagging discussion, domination by a minority, and getting off the topic. Suggestions for avoiding these situations are given. Conclusion of the discussion depends on the meeting's purpose. If agreement on a plan of action is required, one should try to reach consensus rather than alienate some group members. Discussion of how individuals' opinions have been altered may be useful, too. If the issue is to be discussed again, an agenda should be established. (AV)

ED 129 696 SO 009 476

Risinger, C. Frederick

The Neighborhood and American Society. (Controversial Issues Kit" No. 1.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 76

Note—13p.; For related documents, see SO 009 475-478

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Community, *Cultural Pluralism, *Discussion Programs, Elementary Secondary Education, *Ethnic Groups, Group Activities, *Human Geography, Metropolitan Areas, Minority Groups, *Neighborhood, Social Change, Social Environment, Social Problems, *Sociocultural Patterns, Urbanization

Identifiers—*Controversial Issues

This kit provides a summary of a scholarly paper, discussion questions, and activities to promote constructive debate between scholars and ethnic and minority groups about the changing role of the neighborhood in American society. The materials focus on the Chicago area, but the issues and problems apply to any urban area. The paper traces the development of the neighborhood in terms of cultural and social interaction among its resident ethnic groups. Conflict of ethnic heritage with the prevailing Protestant ethic resulted in confused identity for many people, and the Progressive Movement of the early 20th century encouraged the assimilation of

ethnic identity into an American norm. Current urban renewal projects and movement of some classes to the suburbs are creating more changes in the dynamics of city neighborhoods. Questions to consider include the ability of racial groups to cooperate with ethnic groups, responsiveness of ethnic neighborhoods to bureaucratic politics instead of ward politics, values of ethnic pluralism as opposed to assimilation of ethnicity, and the role of service organizations in neighborhood development. Related activities involve small groups in (1) comparing elementary texts of the 1950s ("Dick and Jane") with contemporary books that have a multiethnic, blurred sex-role approach or (2) identifying social issues in which ethnic groups have vested interests and role-playing the concerns of those groups. (AV)

ED 129 697 SO 009 477

Risinger, C. Frederick

Women in Working Class Ethnic Communities. "Controversial Issues Kit" No. 2.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 76

Note—10p.; For related documents, see SO 009 475-478

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Discussion Programs, *Ethnic Groups, *Females, Group Activities, Immigrants, Laborers, *Role Conflict, Secondary Education, Social Action, Social Attitudes, *Social Change, Stereotypes, *Working Women

Identifiers—*Controversial Issues

This kit provides a summary of a scholarly paper, discussion questions, and activities to promote constructive debate between scholars and ethnic groups about the role of women in working class ethnic communities. The paper identifies these women as descendants of immigrant women who still live in large industrial centers of the East and Midwest. Although they are regarded as "traditional" and "passive," their role in history shows that they were instrumental in supplementing or providing the only family income and in keeping their families and social organizations strong and active. The feminist movement does not include them, but social changes occurring at the present time are harming their personal identity and self-concept. Their husbands are threatened because some wives must work fulltime to help meet the cost of living. They are aggressively active about socioeconomic concerns. Questions relevant to the lives of these women include the effect of the Equal Rights Amendment and the diluting effect on ethnicity from participation in the permanent job force. One of the six related activities involves comparing marriage expectations of ethnic women when they were age 20 to what they expect today. (AV)

ED 129 698 SO 009 478

Risinger, C. Frederick

Group Identity, Multiethnicity and Cultural Variations in Education. "Controversial Issues Kit" No. 3.

American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Jun 76

Note—10p.; For related documents, see SO 009 475-477

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Biculturalism, *Bilingual Education, Cultural Background, *Cultural Pluralism, *Discussion Programs, Educational Anthropology, *Educational Policy, Elementary Secondary Education, Ethnic Groups, Group Activities, *Intercultural Programs, Minority Groups, *School Community Relationship, Second Language Learning

Identifiers—*Controversial Issues

This kit provides a summary of a scholarly paper, discussion questions, and activities to promote constructive debate between scholars and ethnic groups about the concepts of cultural identity and multiethnicity in American education. Although in the early 1900s the political ideal of "The Great American Melting Pot" discouraged bilingual-bicultural approaches, a few schools managed to provide cultural education. German and Polish-American schools are exam-

ples. Only in the past two decades has the concept of "multiethnic education" influenced the philosophy and curriculum of American schools. Research shows that bilingual and multiethnic programs strengthen children's development and that learning from a child's cultural mode can be destructive. An important concern is that community groups are able to participate in educational decision making. Among discussion questions are why is the school singled out as the primary social institution for achieving a pluralistic society, and what pros and cons of multicultural education can be identified. Related activities include role-playing the concerns of an immigrant family and educators who promote bilingual programs, and identifying social agents other than schools which promote cultural pluralism. (AV)

ED 129 699

SO 009 479

Commemoration Ceremony in Honor of the Two Hundredth Anniversary of the First Continental Congress in the United States House of Representatives, September Twenty-Fifth, Nineteen Hundred and Seventy-Four.

Congress of the U.S., Washington, D.C. House.

Report No.—93-413

Pub Date 75

Note—151p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 052-071-00432-7, \$1.80)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—American Culture, American Studies, Civics, *Colonial History (United States), Constitutional History, Educational Resources, *Federal Government, Federal Programs, Government Publications, Government Role, History Instruction, Political Influences, Political Science, Politics, *Primary Sources, Reference Materials, Resource Materials, Revolutionary War (United States), Social History, Supplementary Reading Materials, *United States History

Identifiers—*Bicentennial, *Continental Congress (1st)

This document provides a report of activities undertaken at the first official bicentennial celebration by the U.S. Congress in January 1974. The project was initiated to provide commemoration of the First Continental Congress which met in Philadelphia in September 1774. The booklet presents the proceedings of the commemorative ceremony, a description of the Old Guard Fife and Drum Corps, and the Camerata Chorus of Washington. In the major portion of the booklet, a documentary history of the First Continental Congress is presented. The three sections in the documentary history—Emotional and Intellectual Background of the Congress, The Congress, and Reception of the Measures of Congress—present 14 primary source selections, including speeches, debate notes, memorial addresses, and Congressional records. Participants in the ceremony included Congresswoman Barbara Jordan who gave the opening reading, Professor Cecelia M. Kenyon of Smith College who presented an address titled "Ideological Origins of the First Continental Congress," Professor Merrill Jensen of the University of Wisconsin who spoke on "Historical Origins of the First Continental Congress," Alistair Cooke who gave the principal address, and the Hon. Mike McCormack who presented closing comments. A biographical directory of the First Continental Congress by states, with background sketches of each delegate, is included in the document. (Author/DB)

ED 129 700

95

SO 009 480

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 9, No. 2, Period Covered April-June 1975.

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53354/02

Pub Date 75

Note—53p.; For a related document, see SO 009 397; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Childrens Books, *Comparative

Education, Curriculum, *Educational Administration, *Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Libraries, Medical Education, Psychology, Teaching Methods, Textbooks, Womens Education

Identifiers—*Pakistan

This annotated bibliography lists 101 entries of selected educational materials published in Pakistan during the period April through June 1975. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 28 categories: administration, organization, and financing of education; adult education; agricultural education; curriculum; development of education; education reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; Islamic education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; science education; teachers; teaching methods and media; technical education; textbooks; women's education; general materials about teaching and facilities; and a special section on educational goals. An index to authors of the materials is included. (AV)

ED 129 701

SO 009 481

Svicarovich, John, Ed.

Manual for Developing a Student Intern Program in Politics and Government: An Adopter's Guide Referenced in "Promising Practices in Oregon Education," 1974.

Oregon State Dept. of Education, Salem.

Pub Date 74

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*American Government (Course), Educational Innovation, Educational Objectives, Evaluation, Experimental Programs, Government Role, *Internship Programs, Manuals, *Political Science, Practicums, Program Descriptions, *Program Design, Program Development, Relevance (Education), School Community Relationship, Secondary Education, Student Needs, Student Participation, Teaching Techniques, *Work Experience Programs

The manual describes an offcampus intern program for 12th-grade students in political science. Description of the project, Government Responsibility and Student Participation (GRASP), is divided into six chapters. Chapter I, Deciding Whether to Adopt the Model, identifies the need for an intern course and projects presumed student accomplishments upon completion of the course. Chapter II, Determining Program Feasibility, identifies potential financial resources and determines organizational accountability. Chapter III, Planning Program Operation, defines management, personnel, and school responsibilities, and it indicates management objectives. Chapter IV, Founding the Program, discusses recruiting government agencies and securing commitment for support and participation. Chapter V, Implementing the Program, describes selection and orientation of staff and students, discusses placement of students in government agencies, and delineates instructional guidelines. Chapter VI, Evaluating the Program, identifies six general indices for measuring the impact of the internship experience. Included are tests, questionnaires, evaluation forms, and a bibliography. (Author/DB)

ED 129 702

95

SO 009 483

Quinn, Robert P. Baldi de Mandilovitch, Martha S.

Education and Job Satisfaction: A Questionable Payoff. [A Research Report.]

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NIE-C-74-0136

Note—92p.; For a related document, see ED 117 327

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Background, Employee Attitudes, Employment, Employment Level, Employment Patterns, *Job Satisfaction,

*Labor Force, Models, *National Surveys, Need Gratification, Occupational Aspiration, Research Methodology, Social Psychology, Social Science Research, Statistical Analysis, Surveys, Tables (Data), *Work Attitudes, Work Environment

The relationship between education and job satisfaction is investigated and defined in sociopsychological terms in this report. The objective of the research was to test the assumption that the better an individual's education, the greater his chances of securing a desired and satisfying job. The authors found a general scarcity of specific information on this relationship and employed two sources of related information in their research. First, they analyzed 16 previous studies which dealt with the relationship between the two variables. Second, they examined secondary analyses of nine national surveys of the American work force. Findings for noncollege trained workers indicated that no increment in job satisfaction exists with each succeeding year of education and that no relationship exists between educational level and job satisfaction. Also indicated was that those persons who had obtained college degrees were consistently more satisfied with their jobs than were other workers. On the basis of these and other findings, the report concludes with a series of six recommendations for future research and policy changes. They include investigating the occupational needs of overeducated workers, reexamining the educational requirements for jobs, and redesigning jobs. The authors developed a social-psychological model to help them understand the relationship between education and job satisfaction. In this model, they reasoned that educational level should be positively related to quality of employment (how good one's pay is, how convenient the hours are, how interesting the work is). (Author/DB)

ED 129 703

SO 009 485

Annotated Bibliography of Multi-ethnic Curriculum Materials, Fourth Supplement.

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

Pub Date 76

Note—55p.; For related documents, see ED 114 378-381

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, Bias, Books, Classroom Materials, *Cross Cultural Studies, Educational Resources, Elementary Secondary Education, Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, Films, Filmstrips, Higher Education, *Instructional Materials

This fourth supplement represents multiethnic curriculum materials collected in 1976 since publishing of the previous supplement. The listed materials include books, films, filmstrips, recordings, and booklets. Materials are listed alphabetically by title or author under each heading for type of material. Included in each entry are name of author, editor, or compiler; title; publisher; purchase price; a short description of the material; and grade level recommended for use. Also provided is a source reference number which corresponds with a numbered list of names and addresses of sources where materials may be purchased. The list of sources is included at the back of the bibliography. The materials are also available from the Midwest Center for Equal Education Opportunity, University of Missouri, Columbia, Missouri 65201 for temporary use at no cost except postage. (ND)

ED 129 704

SO 009 501

Richardson, Charles Howard
Cultures of the World: Administrative Manual [And] Study Guide.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 75

Note—256p.

Available from—Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan 48859 (study guide \$4.72, write for ordering information on other items)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Course Objectives, *Developed Nations, *Developing Nations, Diagnostic Tests, *External Degree Programs, Geography Instruction, Higher Education, *Human Geography, *Independent Study, Industrialization, Instructional Materials,

*Learning Modules, Post Secondary Education, Technological Advancement, Units of Study (Subject Fields), World Geography, World Problems

This learning package is a three-semester-hour, independent-study course in geography and cultures of the world designed for postsecondary, external degree students. Keyed to the commercially published textbook "Between Two Worlds: A New Introduction to Geography" (Boston, MA: Houghton Mifflin Company, 1973), the package consists of an administrator manual, "Goode's World Atlas," and a student study guide. The manual describes the course and outlines the roles and tasks of the tutor/grader. The study guide, which serves as the student's instructor telling him what material should be read, when to read it, and how to evaluate his progress, contains specific course objectives, diagnostic tests and keys, and practical exercises and keys for the five units which comprise the course. Students compare and contrast life within and among developed and developing nations. They contrast life in an isolated village of India with life in Washington, D.C., explore the extent to which the natural environment determines the level of modernity of a place, and examine elements in the underdeveloped nations which must be improved if progress toward modernization is to be made. Students read the objectives of each unit and take a diagnostic pretest. The guide refers them to textbook readings and to practical exercises for items missed. Students check their mastery of objectives with posttests. Final exams are required. Hard copies of the learning package, with or without the textbook, are available from the Institute for Personal and Career Development. Only the administrator manual and the study guide are on microfiche. (Author/RM)

ED 129 705 SO 009 502
Reed, Charles E.

Community Health: Course Administrator Manual [And] Supplemental Readings [And] Unit Study Guides [And] Student Manual.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 74

Note—237p.

Available from—Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan 48859 (study guide \$7.68, student manual \$2.57, supplemental readings \$2.57, write for ordering information on other items)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Community Health, *Community Health Services, Course Objectives, Diagnostic Tests, *External Degree Programs, Higher Education, *Independent Study, Instructional Materials, *Learning Modules, Post Secondary Education, Preventive Medicine, Public Health, Supplementary Reading Materials, Units of Study (Subject Fields)

This learning package is a three-semester-hour, independent-study course in community health services designed for postsecondary, external degree students. Keyed to the commercially published textbook "Community Health" (Boston, MA: Allyn and Bacon, 1970), the package contains a course administrator manual, a student unit study guide, and supplemental readings. The manuals describe the course and outline the roles and tasks of the tutor/grader and student. The study guide, which serves as the student's instructor telling him what material should be read, when to read it, and how to evaluate his progress, outlines specific course objectives and contains diagnostic tests, keys, and supplementary readings for the eight units which comprise the course. Among the unit topics are major health problems in the United States; the historical development of preventive medicine and public health; organization of federal, state, and local government agencies; voluntary health agencies; comprehensive health planning; epidemiology; the medical care system; and use of community health services. Students read the specific objectives of each unit and take a diagnostic pretest. They are then referred to textbook and supplementary reading assignments for items missed. They check their mastery of stated objectives with posttests. Students must take three end-of-the-unit exams. Hard copies of the learning

package, with or without the textbook and including the final examinations, are available from the Institute for Personal and Career Development. (Author/RM)

ED 129 706 SO 009 503

Barbour, G. Jeffrey

Principles of Economics: Course Administrative Manual [And] Unit Study Guide.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 75

Note—398p.

Available from—Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan 48859 (study guide \$5.79, write for ordering information on other items)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Banking, Course Objectives, Diagnostic Tests, *Economic Education, Economics, *External Degree Programs, Higher Education, *Independent Study, Instructional Materials, Interest, *Learning Modules, Money Systems, Post Secondary Education, Supplementary Reading Materials, Units of Study (Subject Fields)

Identifiers—Keynesian Economics

This learning package is a three-semester-hour, independent-study course in principles of economics designed for postsecondary, external degree students. Keyed to the commercially published textbook "Economics Today" (San Francisco, CA: Canfield Press, 1975), the package consists of an administrator manual, a student manual, 14 audiotapes, and a student unit study guide. The manuals describe the course and outline the roles and tasks of the tutor/grader and student. The audiotapes contain supplementary readings. The study guide, which serves as the student's instructor telling him what material should be read, when to read it, and how to evaluate his progress, contains specific objectives, diagnostic tests and keys, and supplementary readings for the eight units which comprise the course. Among these units are introduction to economics; assessing the nation's economic performance; introduction to the Keynesian theory of national income determination; and money, the banking system, and interest rates. Students read the objectives of each unit and take a diagnostic pretest. The guide refers them to textbook and supplementary reading assignments for items missed. Students check their mastery of objectives with posttests. Final exams are required. Only the administrator manual and the unit study guide are on microfiche. Hard copies of the learning package, with or without the textbook and including the examinations and audiotapes, are available from the Institute for Personal and Career Development. (Author/RM)

ED 129 707 SO 009 504

Rankin, Robert E.

Introduction to Social Psychology: Administrative Manual [And] Student Manual [And] Unit Study Guide.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 75

Note—348p.

Available from—Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan 48859 (study guide \$6.95, student manual \$0.93, write for ordering information on other items)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Aggression, Attitudes, Behavior, Course Objectives, Diagnostic Tests, *External Degree Programs, Group Behavior, Higher Education, *Independent Study, Instructional Materials, *Learning Modules, Post Secondary Education, Socialization, *Social Psychology, Supplementary Reading Materials, Units of Study (Subject Fields)

This learning package is a three-semester-hour, independent-study course in social psychology designed for postsecondary, external degree students. Keyed to the commercially published textbook "Social Psychology: Explorations in Understanding" (Del Mar, CA: CRM, 1974), the package consists of an administrator manual, a student manual, and a student unit study guide. The manuals describe the course and outline the roles and tasks of the tutor/grader and student. The study guide, which serves as the student's in-

structor telling him what material should be read, when to read it, and how to evaluate his progress, contains specific objectives, diagnostic tests and keys, and supplementary readings for the seven units which comprise the course. Among these are an introduction to the field of social psychology, socialization and its consequences, interpersonal behavior, attitudes and attitude change, influencing and helping others, groups and organization, and aggression and collective behavior. Students read the specific objectives of each unit and take a diagnostic pretest. They are referred to textbook and supplementary reading assignments for items missed. Students check their comprehension of the readings and their mastery of stated objectives with exercise questions and posttests. They are required to take seven end-of-unit tests. Hard copies of the learning package, with or without the textbook and including the final examinations, are available from the Institute for Personal and Career Development. (Author/RM)

ED 129 708 SO 009 543

Sowell, Thomas

Bibliographic Index of American Ethnic Groups, Volume I [And] Volume II.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date [76]

Note—681p.

EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage.

Descriptors—American Culture, American Studies, *Bibliographies, Classification, Cultural Differences, Cultural Factors, Culture, Ethnic Distribution, *Ethnic Groups, *Ethnic Studies, Groups, Heterogeneous Grouping, *Indexes (Locators), Intelligence, Minority Groups, Minority Role, Reference Materials, Subculture

This index presents page references to topics on American ethnic groups in books, journals, and miscellaneous publications on ethnicity in America. The main purpose of the index is to enable the user to locate specific topics with relation to a particular ethnic group. The index lists 14 main subjects, comprised of topics and nine ethnic groups. The topics are discrimination, immigration, intelligence, slavery, and free persons of color. The ethnic groups are black Americans, Chinese Americans, Irish Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Puerto Ricans, and West Indians. Under these main subjects are listed dozens of categories and subcategories that include background, identity, agriculture, business, charity, education, family, occupation, population, progress, housing, and socioeconomic class. The author reports that the choice of which ethnic groups to include and which ones to exclude was based on judgments about the quantity and quality of available literature on each of the groups. He relates also that the type of literature preferred for the index was empirically based, factual, and analytical. (Author/DB)

ED 129 709 SO 009 544

Asian American Reference Data Directory.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Office of Special Concerns (DHEW), Washington, D.C. Office for Asian American Affairs.

Pub Date Mar 76

Contract—HEW-100-76-0011

Note—584p.

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—Abstracts, Area Studies, *Asian Americans, Asian Studies, Bibliographies, Cultural Awareness, Data Analysis, *Directories, Ethnic Groups, Government Role, *Indexes (Locators), Information Dissemination, *Information Sources, Minority Groups, *Reference Materials, Resource Guides, Resource Materials

The directory assesses current reference materials relating to the health, education, and social welfare of Asian Americans. The directory also includes reference materials in such areas as demography, socioeconomic, employment and training, culture, immigration, and housing. Intended for use by the Office for Asian American Affairs, state and local governments, institutions, and scholars, the directory serves research, planning, evaluation, and data bank functions. The 480 reference materials that are abstracted

include data developed by HEW and other federal agencies, state and local agencies, universities, and individuals. The introduction relates that the methods used in collecting the materials include a six-month background review of sources on Asian Americans, telephone and mail contact with over 1,000 agencies and individuals, and communication with Asian-American studies programs. The project director reports that materials were judged by criteria of relevance to HEW, currentness, uniqueness, and comprehensiveness. Each abstract provides a citation to the reference materials including author, title, publisher, funding sources, ethnic identification, subject descriptors, geographic reference, data variables, narrative description, and availability of the source document. (Author/DB)

SP

ED 129 710 95 SP 009 743

Lichtman, Ethel

Educating Parents about Education: A Review of Some Issues, Methods and Sources of Information.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Contract—OEG-0-70-4410(725)

Note—119p.; Prepared as part of the Leadership Training Institute

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Community Education, *Parent Education, Parent Participation, Parents, *Parent School Relationship, Parent Workshops, *School Community Programs, *School Community Relationship

This monograph is for parents, teachers, principals, school administrators, and other community members who are interested in educating the community about education. Part one contains three sections: The first section identifies and discusses the issues surrounding the purposes of educating parents and the community, while the second section is addressed to the processes involved. The second section also contains categories of parent involvement, general principles and characteristics of programs and practices that have proven effective, and illustrative examples. The third section summarizes conclusions about the purposes and processes of parent/community education. Part two is a review composed of descriptions and examples of sources of information about specific programs, techniques, and materials used to educate parents and communities. It provides specific ideas and added insights about issues raised in part one, and sources from which readers can obtain more information. A bibliography of all sources included at the end of the monograph. (RC)

ED 129 711 95 SP 010 153

Social Organization of the High School Study.

Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—NEG-00-3-0079

Note—126p.; For related documents, see SP 010 154 and 155

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Anthropology, Ethnology, *Field Studies, *High Schools, Networks, Research Design, Social Organizations, Social Structure, *Social Systems

This study examines how schools are organized as social systems and applies concepts and methods used by anthropologists in actual field settings in education. The five objectives established in the study are: (1) develop in-depth ethnographic records of high schools as social systems; (2) diagram the web of networks that make up the social system; (3) chart those relationships that form the networks and determine how their connections are conceptualized; (4) identify and define the learning-related interactions that take place within the system; and (5) identify and codify the rules that define the relationships and structure behavior within and between these networks. This report represents the culmination of a development program in the

area of the application of anthropological theory and techniques to the field of education; the findings are published separately. It is hypothesized that while educators have traditionally looked for rules that are control mechanisms that regulate and regularize relationships between the school and the outside world as well, educators might better find the optimal behavior structure of high schools by observing the behavior the rules produce in the school itself. It can be concluded that the school size is an important factor in socialization. Also, the structure of the school determines the ability of any one person within that school to negotiate a role within the system. It becomes apparent that the usual dimensions of school structure are not appropriate as categories within which to examine the social organization of high schools. (SK)

ED 129 712 95 SP 010 154
Studying Schools As Social Systems: A Manual for Field Research in Education. Instructors' Manual.

Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—73p.; For related documents, see SP 010 153 and SP 010 155

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Analysis, *Educational Anthropology, Field Studies, *High Schools, *Instructional Materials, Methods, Networks, Problem Solving, *Social Systems

This instructors' manual represents the culmination of a development program in the area of application of anthropological theory and techniques to the field of education. It is intended to help prepare graduate students in anthropology and in educational administration as well as other researchers and practitioners to view schools as social systems. Another objective is to explicate an approach and a methodology for problem-solvers and policy-makers. The design of this training program represents a collective effort on the part of the field research team in: (1) selecting from the field notes and research findings of the study those concepts and materials most valuable to educational decision-makers; (2) developing a conceptual and curricular format that would make these materials both useful and interesting; (3) setting the materials within a problem-solving framework since this is the essence of the decision-making process; (4) field-testing and assessing the materials with practicing teachers; and (5) refining and redesigning the materials as a self-contained package. The materials are described in such a way that the student proceeds to look at the school as a social system in much the same way he would in a field study—beginning at the macro-level of the school as an organization and then gradually working down to study elements of that system in specific detail. (SK)

ED 129 713 95 SP 010 155
Studying Schools as Social Systems: A Manual for Field Research in Education.

Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—592p.; For related documents, see SP 010 153 and 154

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—*Behavioral Science Research, Bureaucracy, Data, Decision Making, *Educational Anthropology, *Field Studies, *High Schools, Methods, Networks, Policy, Power Structure, Role Models, *Social Systems

This study was planned as a program in which anthropologists and educators would work together in an effort to develop a conceptual framework and set of methods for ongoing field research in actual educational settings. The volume entitled "Readings," not yet published, includes articles designed to be read concurrently with each section of this volume. A major objective of the study was the development of training materials to be used in preparing anthropologists and educators to use field research as a means of problem identification and data gathering in education. Three high schools were examined as social units that operate according to an observable code of rules. The high schools were analyzed at

three levels: (1) the structural level at which the whole school organization is taken as the unit of analysis; (2) the level or role behavior at which generalized patterns of behavior are taken as the unit of analysis; and (3) the level of individual strategies in response to the pattern of social constraints described at the previous two levels. Fifty-three incidents of classroom behavior were examined to help draw conclusions regarding schools as social systems. It is concluded that there will always be an informal network of power relations in the school that are not named in the formal organization chart. Secondly, there is always the possibility that one role will be in conflict with another role thus causing limitations on roles. Finally it is in the institution's interest to formalize emergent roles and incorporate them into the structure of the school. (SK)

ED 129 714 95 SP 010 192
Teacher Education as a Process of Socialization: The Social Distribution of Knowledge.

Popkewitz, Thomas S.

Pub Date Apr 76

Note—27p.; Paper presented at the American Education Research Association Convention (San Francisco, California, April 20, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Individual Development, Language, *Language Role, Responsibility, *Socialization, *Student Teaching, Teacher Background, Teacher Characteristics, *Teacher Education, Teacher Educators, Teacher Responsibility, Teaching Experience, Vocabulary

Socialization is a part of teacher education, and discussion of the phenomena involves the ethical consequences of teacher education programs on the system of thoughts and actions of the students. The institutional structures and the individuals interact. As student teachers participate in the daily activities and events of preparation, they construct meanings about the tasks and responsibilities of teaching. The social distribution of professional knowledge is shown as having three dimensions: the inferential structures students develop as they participate in teacher education: the ways in which sacred knowledge is maintained, legitimated, or rejected; and the sentiments embedded in the work activities student teachers are called upon to do. These three dimensions are considered in relationship to the possible ethical consequences of certain actions educators take in teacher education. Three further methodological considerations are discussed: the functional vocabulary and specific actions of students; the functioning vocabulary students needed as they proceed through their teacher preparation program; and a vocabulary of motive, which may or may not vary from the ideal types. Variations in perspectives should be expected and identified. (JMF)

ED 129 715 95 SP 010 417
Reflections on Change in Teacher Education. A Final Report to USOE for an Institutional Grant.

Indiana Univ., Bloomington. School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Boards of Education, *College School Cooperation, *Educational Change, *Program Development, *Schools of Education, Teacher Behavior, *Teacher Education, Universities, University Extension

Identifiers—Indiana University

The Division of Teacher Education (DTE) at Indiana University, Bloomington, explored ways in which the university could better serve American public schools under a program funded by the United States Office of Education. This document, the final report, includes a description of activities and evaluation efforts, and recommendations for future program activities. The original proposal set forth a plan to identify and ameliorate six conditions requiring reform in institutions of higher learning in order to enhance the quality of teacher education and thereby better serve schools, students, and communities. They are: (1) the over-bureaucratization of schools of education and the low priority assigned to the education of teachers; (2) the isolation of schools of education and the low priority assigned

to the education of teachers by other academic units at the university; (3) the separation of university and school level experiences for the prospective teacher; (4) the divorce of teacher education from the real world; (5) the failure to develop strategies, tactics, and materials that have a cumulative effect on the development of teacher education; and (6) the temporary nature of innovations and experiments. Pursuant activities involved Indiana University in a partnership with communities and local educational agencies in reforming teacher education and, subsequently, teacher behavior in schools; up-grading the priority assigned to teacher education programs within the institution; and providing for the development of a wider range of strategies, tactics, and materials that would have a cumulative effect on teacher education programs and lead to the development of theories about teacher education. Although evaluations were conducted at all levels throughout the program, this final report examines the effectiveness of the DTE in meeting its goals. Appendices cover: development of the DTE; preparation options in teacher education; description of evaluation activities; the mission of the school of education; and activities of the dissemination component. (MM)

ED 129 716 SP 010 420
Report of Phase One of a Study to Determine the Quality of Teacher Education Programs in the State of Alabama.

Alabama State Dept. of Education, Montgomery.
 Pub Date Jul 76
 Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
 Descriptors—Colleges, Effective Teaching, *Faculty Evaluation, *Personnel Evaluation, *Program Evaluation, Questionnaires, State Standards, *State Surveys, *Teacher Education, Teacher Evaluation, *Teacher Improvement, Teaching Skills
 Identifiers—*Alabama

The purpose of this study was to discover weaknesses and strengths in present teacher preparation programs in Alabama. Statewide committees made a survey of all teacher education programs in order to determine student requirements and regulations for entrance, retention, and completion. Competencies evaluated were: (1) planning; (2) instructional strategies; (3) managerial competencies; and (4) professional competencies. Teachers filled out self-evaluation forms, which were judged on the basis of the effectiveness of programs rather than the competency of the teachers. Employers evaluated teachers on ability to perform assigned duties. Some conclusions drawn from an analysis of results: (1) There are flaws in the educational programs in Alabama, although responses indicate most programs are doing a satisfactory or good job. (2) Judgment of the competencies taught best in the schools and those taught least effectively indicated that all education programs need strengthening. (3) Generally, administrators evaluated teachers higher than the teachers evaluated their preparation programs. The report includes tables on teachers' and administrators' evaluation scores and percent of total responses for each competency studied. Three appendices present the questionnaires prepared for this study and the responses to them as well as computer printouts of evaluations. (JD)

ED 129 717 SP 010 427
Survey of Student Teaching in the State University System of Florida, 1974-1975.

State Univ. System of Florida, Tallahassee.
 Pub Date Oct 75

Note—58p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—College Supervisors, Data Bases, *Geographic Distribution, Internship Programs, *Schools of Education, *State Surveys, *State Universities, *Student Teaching, Teacher Education
 Identifiers—*Florida

This document is the fourth in an annual survey series summarizing data from the Colleges of Education in Florida's nine state universities. At the end of each quarter, each university forwards a report to a central university system office containing information on students who were assigned to schools to fulfill field experience internship requirements. The information contained in these reports consists of (1) the counties in which the student teachers were assigned and (2) the

number of student teachers assigned in each, classified according to the student's area of specialization. The data is compiled and compared on a yearly basis in an effort to ascertain current trends in Florida's system of teacher education. Information for the 1974-75 placement pattern is presented in this document through discussion, the display of over 40 tables, and geographic distribution maps. The data for 1974-75 tends to confirm previous trends in that universities, when placing student teachers, use closer geographic concentration in order to provide the maximum cost effectiveness while maintaining quality supervision within the framework of available positions. (MM)

ED 129 718 95 SP 010 430
Stahl, Robert J.

Values/Moral Education: A Synthesis Model. Special Current Issues Publication: No. 7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Oct 76

Note—57p.
 Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. 20036 (\$0.65)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affective Behavior, *Behavioral Objectives, *Cognitive Development, *Decision Making, Learning Activities, *Models, *Moral Development, *Moral Values, Student Behavior, Values, Verbal Communication
 Identifiers—*Values Education

To assist teachers, teacher educators, and researchers to plan instructional objectives in values education, a model is presented that synthesizes the values clarification and cognitive moral development approaches. An explanation is provided of the process and verbal approaches to values clarification, as well as a detailed explication of Kohlberg's cognitive development approach. Among its chief characteristics, the model: (1) describes what occurs during instructional activities in regard to values clarification and moral reasoning behavior as aspects of affective development; (2) extracts and describes internal cognitive process operations in terms of observable patterns of student verbal behavior; and (3) focuses on the appropriate categories and patterns of language consistent with the reasoning processes used in clarifying values and in the development and use of moral reasoning, rather than on the substance or content of a value or moral choice. Examples are given of two theoretical moral dilemmas for classroom presentation with suggestions for teacher preparation activities, "discussion starter" questions, and criteria for decision-making. (MM/PBS)

ED 129 719 SP 010 431
Messing, Anne, Ed. And Others
Soccer; Speedball; Flag Football, June 1976-June 1978. NAGWS Guide.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 76
 Note—263p.
 Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletes, Athletic Coaches, Athletic Equipment, *Athletic Programs, Athletics, Bibliographies, *Guides, *Physical Education, *Soccer, *Womens Athletics
 Identifiers—*Flag Football, *Speedball

This guide for soccer, speedball, and flag football is one in a series of guides for 22 sports published by the National Association for Girls and Women in Sport (NAGWS). Guides contain information on NAGWS-approved playing rules, officials' ratings, articles on teaching, coaching and organization, rules governing national championships, bibliographies, and special features related to specific sports. A section in each guide presents information about NAGWS and the services it offers to teachers, coaches, administrators, and players. Soccer features in this guide include: experimental soccer rules; officiating soccer; the history of soccer; soccer visual aids;

and the differences between high school boys' rules and NAGWS experimental rules. Speedball features include: specific values of motor experiences in speedball; terminology puzzle; conditioning; bilateral transfer; and contract teaching in speedball. Flag football features cover: defense as the best offense; penalty chart; preseason conditioning; successful flag football intramural programs; and suggestions for modified rules. (MM)

ED 129 720 SP 010 432

Nixon, Linda K., Ed. Hess, Eleanor Kay, Ed.
Field Hockey; Lacrosse, June 1976-June 1978. NAGWS Guide.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 76
 Note—255p.
 Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletes, Athletic Coaches, Athletic Programs, Athletics, Bibliographies, *Field Hockey, *Guides, *Physical Education, *Womens Athletics
 Identifiers—*Lacrosse

This guide for field hockey and lacrosse is one in a series of guides for 22 sports published by the National Association for Girls and Women in Sport (NAGWS). Guides contain information on NAGWS-approved playing rules, officials' ratings, articles on teaching, coaching and organization, regulations governing national championships, bibliographies, and special features related to specific sports. A section in each guide presents information about NAGWS and the services it offers to teachers, coaches, administrators, and players. Field hockey features in this guide include: conditioning; high school field hockey; cycling as part of the preseason conditioning program; clubs vs. varsity concepts; umpiring techniques; equipment specifications, and metric equivalents for field measurements. Lacrosse features include: goalkeeping skills; umpiring; equipment and extension services; and the rules of Seven-A + Side Lacrosse 1976. (MM)

ED 129 721 SP 010 433

Dwight, Mary Phyl, Ed. And Others
Team Handball; Racquetball; Orienteering; September 1976-September 1978. NAGWS Guide.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 76
 Note—191p.
 Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletes, Athletic Coaches, Athletic Equipment, *Athletic Programs, Athletics, Bibliographies, *Guides, *Physical Education, *Womens Athletics
 Identifiers—*Orienteering, *Racquetball, *Team Handball

This guide for team handball, racquetball, and orienteering is one in a series of guides for 22 sports published by the National Association for Girls and Women in Sport (NAGWS). These guides contain information on NAGWS-approved playing rules, officials ratings, articles on teaching, coaching and organization, regulations governing national championships, bibliographies, and special features related to specific sports. A section in each guide presents information about NAGWS and the services it offers to teachers, coaches, administrators, and players. Team handball features presented in this guide include: refereeing and related problems; introducing team handball to beginners; goalkeeper training; backcourt shooting, and implementation of team handball in sports programs. Racquetball features include: an outline of a basic racquetball course for high school or college; game variations; selecting equipment; and a glossary. Orienteering covers: score orienteering; course settings; and simple mapping techniques for the teacher. (MM)

170 Document Resumes

ED 129 722 SP 010 434

Bergwall, David F. And Others

Introduction to Health Planning.

Pub Date Jan 74

Note—221p.

Available from—Information Resources Press, 2100 M Street, N.W., Washington, D.C. 20037 (\$15.00)

Document Not Available from EDRS.

Descriptors—Administration, Community Characteristics, Community Health, Community Health Services, Community Resources, Cost Effectiveness, Futures (of Society), *Health Facilities, *Health Needs, *Health Occupations Education, *Health Personnel, Needs Assessment, *Planning, Public Health Legislation

This fundamental text is designed for students of both health care administration and comprehensive health planning. It is intended as a resource on the theory and process of health project planning with some mention of possible sources for further exploration. The emphasis is on how to develop a plan when the planner also has the authority to implement the plan. It is based and tested on a formal course offered by the George Washington University Department of Health Care Administration and covers: (1) history of planning—why and how the government became involved in health planning, and the development of health planning legislation, including the grant-in-aid program, the Hill-Burton program, and recent amendments providing for areawide planning; (2) current planning programs—review of five laws currently providing for health and health-related planning; (3) organizing for planning—determination of who should participate in a planning action, and suggestions as to how these participants should be selected; (4) forecasting; (5) goals, policies, and objectives—normative planning; (6) spatial aspects of health planning—area and location; (7) community characteristics and resources—demography, ecology, and health status; (8) manpower—system, needs, and problems; (9) determination of requirements—providers of care, consumers of care, and systematic analysis of data; (10) cost-benefit analysis—a method for evaluating alternatives; and (11) evaluation—an explanatory definition, and evaluation principles related to the health field. (MM)

ED 129 723 95 SP 010 435

Collins, Paul, Ed. Sinatra, Lewis J., Ed.

Documenta: Perspectives on Change in Teacher Education.

New York State Teacher Corps Network, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 76

Note—100p.

Available from—New York State Teacher Corps Network, Fordham University, New York, N.Y.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bilingual Education, *Change Agents, Change Strategies, *Educational Change, *Educational Needs, *Educational Strategies, Handicapped Students, *Inservice Teacher Education, Regular Class Placement, Staff Improvement, Staff Meetings

Identifiers—New York, *Teacher Corps

This collection of papers is an attempt to document the living-learning spirit of the New York State Teacher Corps Network staff development program meetings. These Network meetings are characterized by three types of activities: (1) presentations and/or workshops conducted by outside consultants; (2) problem identification and strategy sessions to encourage development of individual Teacher Corps projects and to enhance collaboration among the various projects in the state; and (3) formal and informal sharing of knowledge and skills by project staff members from around the state. Accordingly, this publication begins with four articles that emanate from consultant presentations, each relating in some way to the present Teacher Corps emphasis on in-service teacher education: "Teacher Corps and In-service Teacher Education"; "Educational Needs Assessment—The State of the Scene"; "Toward More Effective Job-Embedded In-service Teacher Education"; and "Legal Issues for the Handicapped: National and State." A second section contains a series of reports on sessions at which collaborative efforts were used to identify problems and develop appropriate strategies: "Some Thoughts on the Change Process and

Emerging Teacher Corps Roles"; "Fostering Change"; "Reinforcing the Infrastructure of the Regular Classroom"; and "Linking Educational Environments." A final section presents seven papers authored by Teacher Corps staff members which reflect many of the dimensions that help to make Teacher Corps the change agent that it is. Each section is prefaced with a series of introductory notes. All of the papers address dynamics associated with attempts to change teacher education in line with the goals, needs, and aspirations of our society. (MM)

ED 129 724 SP 010 436

Crosby, Jeanie Massey, Sara

A Summary: Maine Teacher Corps, 1973-75.

University of Maine, Portland-Gorham.

New England Program in Teacher Education, Durham, N.H.

Pub Date 76

Note—37p.; Page 32 will reproduce poorly due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College School Cooperation, Cooperating Teachers, Credits, Grading, *Inservice Programs, *Internship Programs, *Performance Based Teacher Education, *Program Descriptions, *Program Evaluation, *Teacher Interns, Teaching Experience

Identifiers—*Teacher Corps, University of Maine Portland Gorham

This document is a summary of two years of activity of the Maine Teacher Corps presented in outline form. Throughout, several questions are asked (What was done? What was learned? What was expected? What was found?) followed by recommendations for other programs. Section I is an introductory essay entitled, "Maine Teacher Corps, A Viable Alternative." Section II discusses the selection process of interns and team leaders—the processes and criteria used—and their implications. Section III, "Program Structure," discusses grades and credits, and other information used in their place. Section IV describes the instructional program of interns in terms of content, supervision, and evaluation. Section V, "In-Service Program," focuses on the dimensions of the Teacher Corps' interactions with in-service teachers. Section VI discusses the host university's relationship to the Teacher Corps in light of the University of Maine's statement that Teacher Corps is a way to provide new input into the staff, implement an experimental model, explore alternatives within the school, and provide financial assistance. The appendices offer a sample Teacher Corps transcript including a list of minimal competencies attained by graduates of the Teacher Corps program. (MM)

ED 129 725 SP 010 438

Whitmore, Paul G. And Others

The Process of Individualizing Instruction. Professional Paper 8-72.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-8-72

Pub Date Apr 72

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Contingency Management, *Individualized Instruction, *Inservice Teacher Education, *Learning Modules, Learning Motivation, Learning Theories, Motivation Techniques, Positive Reinforcement, Primary Education, *Student Motivation, Teacher Workshops

This paper describes a series of summer workshops for inservice teacher training (kindergarten, grades 1, 2, and 3) in the application of techniques and procedures based on pupil mastery of individualized modules of instruction. Contingency reinforcement management methods were demonstrated and practiced in the attempt to change pupil behavioral responses. It is noted that a change to individualized instruction must begin with changes in teacher classroom management skills rather than changes in students, architecture, or materials. (Author)

ED 129 726 SP 010 439

Salmela, John H., Ed.

The Advanced Study of Gymnastics.

Pub Date 76

Note—271p.; Based on reports given at Canadian Symposium for the Advanced Study of Gymnastics (Quebec, Canada, July 2-4, 1974)

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois (\$19.75)

Document Not Available from EDRS.

Descriptors—*Athletics, Energy, *Exercise (Physiology), Fatigue (Biology), *Interdisciplinary Approach, Medical Evaluation, Medical Treatment, Muscular Strength, Physical Characteristics, Physical Development, Physical Education, Physical Fitness, Physiology, *Psychological Needs, Psychology, *Psychomotor Skills, Skill Analysis

Identifiers—*Aesthetics, Biomechanics, *Gymnastics, Judging, Sport Sciences

The sport of artistic gymnastics is viewed from a multidisciplinary point of view. The training, performance, and judgment of the sport undergo specialized study of interest to sport scientists, teachers, coaches, and athletes. Organized into five major sections, the book presents such themes as the psychological, physiological, biomechanical, aesthetic, and judgmental aspects of gymnastics. Each section contains practical problems that have been encountered by a group of internationally qualified gymnasts, coaches, and judges. Discussed are important issues in gymnastics such as chronic medical problems, sources of energy expenditure, development of enriched psychological environments, biomechanical misconceptions, persistent problems in skill learning, development of strength and flexibility, aesthetic laws of gymnastics, and evaluation of gymnastic judging. Explanations in several of these areas are punctuated with tables, figures, photographs, and graphs. (Author/JMF)

ED 129 727 SP 010 440

Bannon, Joseph J.

Leisure Resources. Its Comprehensive Planning.

Pub Date 76

Note—454p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (No price quoted)

Document Not Available from EDRS.

Descriptors—Administration, *Administrative Organization, Community Planning, Community Programs, Community Recreation Legislation, *Community Recreation Programs, Community Resources, Cooperative Planning, *Delivery Systems, Evaluation, *Land Use, Leisure Time, Parks, *Planning, Program Administration, Recreational Facilities, Site Development, Socioeconomic Influences, *Urban Areas, Urban Environment

Intended for professional planners and recreation and park administrators as well as for classroom use, this comprehensive planning guide for leisure resources includes: (1) a planning process overview with emphasis on the necessity of both citizen and professional involvement; (2) practical administrative and organizational needs for undertaking a comprehensive planning project, including the formulation of the agency policies and the need for a public information program; (3) a discussion of the broad implications of population pattern in the United States and their impact on planning; (4) an explanation of how to conduct a community attitude, interest, and opinion survey for planning purposes; (5) a detailed discussion of open space, land development, and facilities analysis; (6) methodology for evaluation of leisure services; (7) a broad overview of theories and research on administration and organization; (8) a glossary of terms on planning leisure services and related topics; and (9) appendices of forms and questionnaires useful for the recreation and parks professional who wishes to undertake a comprehensive leisure services plan for a community. (PBS)

ED 129 728 SP 010 441

Taylor, Albert W., Ed.

Application of Science and Medicine to Sport.

Pub Date 75

Note—334p.; Papers presented at annual meeting of the Canadian Association of Sports Sciences (6th Vancouver, British Columbia, Canada, October 30-November 1, 1972)

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois (\$23.75)

Document Not Available from EDRS.

Descriptors—Athletes, *Athletics, *Exercise (Physiology), Health, *Interdisciplinary Approach, Medical Evaluation, *Medical Research, Medicine, *Physical Education, *Physical Fitness, Scientific Research

Identifiers—*Sport Sciences

Great progress has been made in recent years in the scientific study of exercise and application to sport. This book provides an analysis of the state of physiological and clinical knowledge related to exercise and sports. The three sections—medicine and physical activity, science and exercise, and practical application to sport—cover a variety of topics. Among those discussed are: young children and sports; the relationship between uric acid and tendonitis; environment and human performance; energy metabolism; influences of physical training on plasma catecholamine; effects of endurance training on fat cell size and number in rats; mechanical analyses as an aid to coaching; and various aspects of swimming, running, skiing, and ice hockey. (JMF)

ED 129 729

SP 010 442

Sara, Nathir G.

Education for Tolerance: An Experiment in Counter-Authoritarianism.

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Authoritarianism, *Behavior Change, Education Majors, Inservice Teacher Education, Learning, Learning Experience, Learning Processes, Political Attitudes, Preservice Education, Sociology, *Student Attitudes, Student Teaching, *Teacher Attitudes, *Teacher Education, Teacher Educators, Teacher Workshops

Identifiers—*American University of Beirut

Authoritarianism is a negative factor in learning as well as a social problem. If teachers can be trained to counter authoritarianism, they can begin to break the vicious circle of people growing up in an authoritarian culture, becoming authoritarian themselves, and molding their institutions and overall behaviors in an authoritarian fashion. This study was designed to examine the effect of a treatment on the authoritarian level of a group of education students from highly authoritarian societies. Experimental and control groups of graduate students at the American University of Beirut were studied to determine specific elements in the learning-teaching process that would produce greater tolerance among learners. Such elements would then become primary components in a regular program of instruction offered to a group of learners to produce the desired effect. The findings reported confirm that authoritarianism may be reduced through learning experiences specially designed for this purpose, but not through general education. Questions for further study include the permanence of change in attitude and whether different treatment is required depending upon the degree of authoritarianism demonstrated. The findings of the study can be implemented in both preservice and inservice training programs. (JMF)

ED 129 730

SP 010 443

Stieglitz, Ezra L. And Others

Right to Read Preservice Teacher Preparation Project. A Competency-Based Teacher Education Model. A Final Report, 1974-1976. Vol. I.

Rhode Island Coll., Providence.

Pub Date 76

Note—247p.; For related documents, see SP 010

470 and 471

Available from—Rhode Island College, Providence, Rhode Island 02908 (No price quoted)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Childrens Literature, Early Reading, *Elementary School Curriculum, Elementary School Teachers, Evaluation Criteria, *Language Arts, Methods, Methods Courses, *Performance Based Teacher Education, Preservice Education, *Reading, Reading Instruction, Student Teaching, *Teacher Education, Teacher Education Curriculum

Identifiers—*Rhode Island College, *Right to Read Project

A competency-based undergraduate reading methods course and a competency-based language arts methods course have been offered at Rhode Island College as part of the preservice training of prospective elementary teachers. In addition to these courses, the Right to Read staff has developed two student teaching centers. This two-year final report contains data reflecting progress of the staff of the Right to Read Project in implementation of these components and the continual process of evaluation and refinement.

The report details the relationship between funding requirements and project progress including development of the reading process; approaches to the teaching of reading; diagnostic instruments and techniques; individualized instruction; teaching experiences with children; integration of reading into subject matter courses; and language development. Discussion of the relationship of evaluation criteria and project progress includes local agency involvement; performance objectives for prospective teachers with follow-ups; adoption or development of new instructional materials and methods; management system; and college commitment to the project. Samples of teaching materials for the project are also included. (JMF)

ED 129 731

SP 010 444

Katz, Lilian G.

The Socialization of Teachers for Early Childhood Programs.

Pub Date 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Patterns, Course Content, *Early Childhood Education, Interpersonal Competence, Nonformal Education, Objectives, Role Models, *Socialization, *Teacher Characteristics, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs

Teacher education can be thought of as sets of activities intended to socialize candidates into the segments of the occupation of teaching. It is suggested that these activities have at least eight interrelated parameters, and that variables in each of these parameters impinge upon the processes of socialization. The variables discussed are: (1) goals, the intended outcomes of specific activities, and assessment of these achievements; (2) characteristics of candidates; (3) characteristics of staff; (4) content, those facts, information, ideas, skills, etc., transmitted to candidates; (5) time, the duration of the program, timing, and sequence of activities; (6) ethos, the social and intellectual climate of the socialization setting reflected in the interpersonal relationships among candidates and staff members; (7) location and setting of the teacher education project; and (8) regulations including state certifications boards, federal agencies, school districts, legislatures, etc. Selected issues and questions in each parameter are discussed with special reference to early childhood personnel and the special problems of teachers in preschool settings. (JMF)

ED 129 732

SP 010 445

Meyer, Rex

Dimensions of Inservice Courses for Teachers. A Method of Generating Varied Types of Courses. C.A.T. Education Monograph No. 18.

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

Pub Date Jun 76

Note—30p.

Available from—Centre for Advancement of Teaching in Macquarie Univ., North Ryde, 2112, Sydney, N.S.W. (Australia)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Check Lists, Course Content, *Guidelines, *Inservice Teacher Education, Objectives, *Program Design, Program Development, *Program Guides, Resource Guides, School Personnel, Teacher Education, *Teacher Workshops

Identifiers—Macquarie University (Australia)

This article is designed to assist planners of inservice programs to broaden the range of courses and other types of activities offered within their system of training. Five basic dimensions of an inservice course must be considered: time, people, form, objectives, and sponsor. These dimensions are expanded into a comprehensive working checklist based on evidence suggesting that the items listed are those most strongly influential in determining the type and nature of a particular inservice course. A method for generating new ideas about types of courses is described based on the checklist. (JMF)

ED 129 733

95

SP 010 446

Joyce, Bruce R. And Others

Issues to Face. ISTE Report I.

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 76

Note—50p.; For related documents, see SP 010 447-449

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Communications, Delivery Systems, Governance, Inservice Courses, Inservice Programs, *Inservice Teacher Education, Institutes (Training Programs), *Policy Formation, *Professional Personnel, Teacher Centers, *Teacher Education, Teacher Workshops

Identifiers—*Inservice Teacher Education Concepts Study

The Inservice Teacher Education (ISTE) Concepts Study gathered information from educational professionals and policy-makers. The resulting mass of information and concepts is presented in this overview of the nature of ISTE and its problems. The general structural problem of ISTE involves the interaction of several dimensions: (1) the governance system, composed of the decision-making structures which legitimize activities and govern them; (2) the substantive system, composed of the content and process of ISTE and that deals with what is learned and how it is learned; (3) the delivery system, including incentives, interfaces between trainees, trainers, and training and staff, which deals with motivation, access, and relevance to the role of the individual professional; and (4) the modal system consisting of the forms of ISTE, ranging from sabbaticals abroad to intensive on-site institutes. These dimensions and their interaction are discussed. (JMF)

ED 129 734

95

SP 010 447

Nicholson, Alexander M. And Others

The Literature on Inservice Teacher Education. An Analytic Review. ISTE Report III.

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 76

Note—112p.; For related documents, see SP 010 446-449

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Concept Formation, *Content Analysis, Inservice Courses, *Inservice Programs, *Inservice Teacher Education, *Literature Reviews, *Teacher Education, Values

Identifiers—*Inservice Teacher Education Concepts Study

As part of the Inservice Teacher Education (ISTE) Concepts Study, more than 2,000 books, periodicals, and unpublished papers written after 1957 were consulted and reviewed. The purpose of the review was the identification of the data needs and major issues in inservice education. The literature was identified, read, and categorized; and substantive areas were identified and selected for this report. These include: the varieties of inservice education; collaborative arrangements; value orientations toward inservice education; definitions of inservice education; and other issues, a selection of emergent questions and issues. Each of these is discussed. (JMF)

ED 129 735

95

SP 010 448

Yarger, Sam J. And Others

Creative Authority and Collaboration. A Collection of Position Papers. ISTE Report IV.

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 76

Note—176p.; For related documents, see SP 010 446-449

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Conceptual Schemes, Cultural Pluralism, Early Childhood Education, *Governance, Inservice Programs, *Inservice Teacher Education, Jobs, Legislation, *Models, Objectives, Open Education, Policy Formation, Power Structure, *Social Change, *Teacher Associations, *Teacher Education

Identifiers—*Inservice Teacher Education Concepts Study, Job Sharing

The Inservice Teacher Education (ISTE) Concepts Study was designed to study the data needs in this area and to conceptualize the area in such a way that the Teacher Corps could guide its activities more effectively in light of the facts and opinions of the field. Report IV deals with the problems of creative authority and collaboration. Eight papers are presented, each giving a different perspective on the development of collaborative models. Sam J. Yarger describes a complex model for identifying populations and determining goals in relation to a variety of issues. James Boyer presents a model that can be used to sort out the varieties of inservice teacher education and its governance focusing on the need for multicultural education. Kenneth R.

Howey presents an analysis of a teacher center developed by the Minneapolis Public Schools and the University of Minnesota to prepare teachers to operate in open classrooms. A group of papers deals with three aspects of social change which are becoming increasingly important to the creation of inservice teacher education programs: job sharing, current and pending legislation; and the problems generated by the extension of the school downward to include younger children. Papers representing the views of the American Federation of Teachers and the National Education Association regarding inservice teacher education are also presented. (JMF)

ED 129 736 95 SP 010 449

Brandt, Richard M. And Others
Cultural Pluralism and Social Change. A Collection of Position Papers. ISTE Report V.

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 76
Note—189p.; For related documents, see SP 010 446-448

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Case Studies, Communications, Community Involvement, Cultural Awareness, Cultural Factors, *Cultural Pluralism, Individual Differences, *Inservice Programs, *Inservice Teacher Education, Models, *Social Change, *Teacher Education

Identifiers—*Inservice Teacher Education Concepts Study

The eight papers in the report are tied together by the theme of pluralism and social change in an attempt to determine information needs in the area of inservice teacher education (ISTE) and to identify the contemporary issues surrounding ISTE. The first three papers describe case studies of substantial efforts in inservice education: a thirty-year child study movement devoted to the proposition that there are enormous individual differences among children which can be fully appreciated only in the context of each child's total personality; the Urban/Rural Program efforts to generate community-oriented inservice teacher training programs; and the attempt of Montgomery County, Maryland, public schools to mount a comprehensive teacher education program that would represent the needs both of the district and of individual teachers. Two papers address the future: a description of alternative conceptions and definitions of inservice teacher education and suggested languages which would permit us to talk coherently with one another using a wide variety of concepts; and a speculation on the meaning of general cultural change. Three papers explore multicultural education. (JMF)

ED 129 737 SP 010 450

Overseas Teachers; Hearings Before the Subcommittee on Retirement and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 9139.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Report No.—SN-94-79
Pub Date Jun 76

Note—99p.; Not available in hard copy due to marginal reproducibility

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Dependents, *Federal Legislation, Foreign Countries, *Fringe Benefits, *Government Employees, Military Personnel, *Overseas Employment, Teacher Certification, *Teacher Employment, *Teacher Recruitment, Teachers, Teacher Salaries, Work Environment

This document contains the text of hearings on the hiring and benefits granted to teachers hired to teach United States' dependents overseas. Comparison is made in the testimony between those teachers hired in the United States and sent abroad and those hired abroad with special regard to the unequal benefits awarded to each. Several recommendations are made by those testifying regarding revision of the overseas hiring procedures as outlined in H.R. 9139, a bill to prohibit discrimination against locally recruited teachers in the granting of overseas differentials and allowances, revise the method of establishing

the compensation of overseas teachers, and "for other purposes." (JMF)

ED 129 738 95 SP 010 451

Lauen, Roger J.

Teacher Corps/Youth Advocacy Projects: Education for Troubled Youths.

Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alternative Schools, Community Relations, *Correctional Education, *Corrective Institutions, Criminals, Curriculum, Delinquency, Delinquent Rehabilitation, *Delinquents, Educational Needs, Educational Programs, *Educational Trends, Governance, *Human Services, Juvenile Courts, Objectives, *Teacher Education, Youth, Youth Agencies, Youth Problems

Identifiers—*Teacher Corps

The Youth Advocacy Projects of the Teacher Corps are those that deal with the educational needs and ways of responding to the needs of criminal offenders. The program involves two-year programs for teacher training and utilization. The number and scope of these projects, originally called Corrections Projects, is outlined and illustrated. The six operating projects are presented and analyzed in a comparative fashion that highlights critical areas of the programs: shared goals and objectives, governance and administration, staffing patterns, educational and curricular emphasis. There are changes needed in all facets of education, particularly as it relates to troubled youth. Some critical elements of these changes are examined including: educational content/curriculum; learning and teaching techniques; interdisciplinary curricula and collaborative decision-making; and local education agencies. The unique concept of the community in the Youth Advocacy Projects is discussed as a support system and in its relationship with the criminal justice system. The final section of the report describes a number of issues related to education and troubled youth and cites some examples where the issues are being dealt with. The issues are: curriculum, teacher training, alternative school structures, integration of human services, and interorganizational cooperation. (JMF)

ED 129 739 SP 010 452

Carlson, Robert V. Park, Richard

Teacher Evaluation: Relevant Concepts and Related Procedures.

Pub Date Jun 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Data Collection, Effective Teaching, *Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Models, Student Evaluation of Teacher Performance, Teacher Behavior, Teacher Characteristics, Teacher Education, *Teacher Evaluation, Teacher Improvement, Teacher Qualifications, Teaching Quality

The present purposes of teacher evaluation commonly include: (1) professional growth for improvement of instruction; (2) clarifying goals and objectives; (3) measuring progress toward those goals; (4) clarifying inservice needs; (5) judging the contribution of the teacher to pupil progress; (6) determining salary; and (7) determining employment status. Three conceptual frameworks of teacher evaluation are discussed: appraisal based on mutually derived objectives; appraisal based on student learnings; and appraisal based on teacher behavior. The question is which approach or combination of approaches should be used. Several factors are discussed which must be considered in designing a "new" teacher evaluation system: baseline assessment; definition of a decision-making process; clarification of purposes of the evaluation system; identification of alternative approaches; identification of type of data needed; information sources; data collection methods; management structures; selection of plausible design features. Various implementation stages for a teacher evaluation system are outlined, and a model for evaluating the new evaluation system is presented. (JMF)

ED 129 740 SP 010 453

Corrigan, Dean

Educating a Profession: For What Purposes?

Pub Date Jul 76

Note—23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (23rd, Washington, D.C., July 31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Change, Futures (of Society), Governance, *Human Services, *Professional Education, Professional Occupations, *Professional Personnel, *Professional Recognition, *Professional Training, Public Schools, Public School Teachers, Schools of Education, Social Services, Social Values, *Teacher Education, Teachers Colleges

Identifiers—*CEPT Report

The Report of the American Association of Colleges for Teacher Education Bicentennial Commission on Education for the Profession of Teaching (CEPT) provides the basis of this discussion. Teaching is seen as meeting a basic criterion of a profession: that acts performed by members of the group deal with matters of life and death. However, several reforms are needed in public schools as well as in teacher education to meet this important responsibility. Twelve reforms in public schools are outlined; and the recommendations and assertions of the CEPT Report are discussed. These latter focus on the nature of professions and where teaching stands among them; career-long designs for teacher education; governance; individual and institutional quality controls; and resources. Starting with this basis, the future of teacher education -- new directions toward human services education -- is discussed. The changing society demands a new kind of professional to concentrate on long-term and environmental effects of educational and social policies and programs. There is a need in human service agencies for trainer-teachers to design programs, teach, and evaluate educational progress for other human service professionals. The new preparation demanded for this is discussed as is a proposed new strategy for reform and a new view of accountability. (JMF)

ED 129 741 SP 010 454

Blaufer, Marjorie

Complying with Title IX of the Education Amendments of 1972 in Physical Education and High School Sports Programs. A Manual on Physical Education and Sports Programs for Administrators, Athletic Directors, Coaches, and Teachers in Local Education Agencies and for Personnel in General Physical Education Programs in Colleges and Universities.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—22p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affirmative Action, Athletic Coaches, *Athletic Programs, *Athletics, Check Lists, Federal Legislation, *Guidelines, *Legislation, Nondiscriminatory Education, *Physical Education, Physical Education Facilities, *Sex Discrimination

Identifiers—Education Amendments 1972 Title IX

The American Alliance for Health, Physical Education, and Recreation (AAHPER) has designed this manual to aid teachers, coaches, and administrators in implementing Title IX in physical education and sports. The manual provides an outline for self-evaluation to assess compliance with the regulations; and an action checklist for evaluation of compliance. Implementation on the elementary, intermediate, high school, and college levels is discussed briefly with some suggestions and guidelines offered. Specific guidelines are offered for the area of competitive sports, both intramural and interscholastic. Some problem areas that are likely to arise regarding the use and management of facilities, teacher behavior, employment, community relations, and student attitudes are discussed. (JMF)

ED 129 742 SP 010 455

Movement. Proceedings of Seventh Symposium in Psychomotor Learning and Sport Psychology.

Association of Physical Activity Professionals of Quebec, Montreal.

Pub Date Oct 75

Note—376p.; Partly in French; Proceedings of Canadian Psycho-Motor Learning and Sport

Psychology Symposium (7th, Quebec, Canada, October 1975)

Available from—Association of Professionals of Physical Activity of Quebec, 1415 Est Rue Jarry, Montreal, Quebec, Canada, H2E, 277 (\$20.00)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Athletes, Athletic Programs, *Athletics, Attitudes, Behavior, *Emotional Response, Memory, Morale, *Motivation, Physical Activities, Physical Education, *Psychometrics, Psychomotor Objectives, *Psychomotor Skills, Response Mode, Sportsmanship, *Time Perspective, Transfer of Training

Identifiers—*Sport Psychology

The symposium on the physical and psychomotor aspects of sports covered a variety of topics. Among those contained in this report are: discussions on the taxonomies of sports; the time dimension of physical activity including response variables, judgment of temporal order, and duration discrimination; memory; information and its use in physical activity; training and the transfer of training to performance; the academic discipline of sports; attitudes of the athlete; cooperation and competition in sports; anxiety and other emotions aroused in athletics; the causes of success; motivation; the implications of participation in sports activities; and other psycho-social aspects of sports. (JMF)

ED 129 743

SP 010 456

Entelek Programmed Instruction Guide. Volume 1: Elementary/High School. 3rd Edition.

Entelek, Inc., Newburyport, Mass.

Pub Date 73

Note—287p.

Available from—Entelek, Inc., 42 Pleasant Street, Newburyport, Mass. 01950 (\$9.95)

Document Not Available from EDRS.

Descriptors—Data Bases, *Elementary Secondary Education, Guides, *Individualized Instruction, Instructional Materials, Performance Based Education, *Programmed Instruction, *Programmed Materials, Programmed Texts, *Resource Guides, Teaching Methods

Individualized instruction has become an important objective in schools. This programmed instruction guide provides information about the ENTELEK system for elementary and high schools. The data bank covers a variety of subject areas and is catalogued according to the Dewey Decimal System: library; psychology; logic; political science; economics; law; welfare; education; reading; language arts; etc. Data available are also listed by subject matter, grade level, source (publisher), and target population. Information includes title, author, publisher, description of material, length, prerequisites, objectives—stated or not stated—tests available, evaluation data, device required, and cost. (JMF)

ED 129 744

SP 010 457

Young, Louise, Ed.

History of Sport and Physical Education.

Nova Scotia Dept. of Education, Halifax.

Pub Date [74]

Note—530p.; Not available through ERIC due to marginal legibility of the original document; Proceedings of the Third Canadian Symposium on History of Sport and Physical Education (Dalhousie University, Halifax, Nova Scotia, August 18-21, 1974)

Available from—Sport Nova Scotia, P.O. Box 3010 S., Halifax, Nova Scotia (No price quoted)

Document Not Available from EDRS.

Descriptors—American Indian Culture, Artists, *Athletics, Baseball, *Cultural Background, Dance, Feminism, Foreign Countries, Greek Civilization, Historical Reviews, Homosexuality, Muscular Strength, Mythology, Philosophy, *Physical Education, Physically Handicapped, Play, Post Secondary Education, Religious Factors, *Social History, *Womens Athletics

Identifiers—Australia, Boxing, Canada, Homer (Winslow), Lacrosse, Mormons, Olympic Games, Physiotherapy, Professional Sports, Victorian Era

The reports from this conference deal with the sources, manifestations, and influences of sports and physical education over time, geography, and cultures. Written in a non-technical manner, the twenty-eight articles deal with the relationship of sports to (among others) politics, art, dance, mythology, religion, economics, sociology, and

aesthetics. Approximately one-third of the papers examine sports before 1800; the remaining two-thirds, sports and physical education up to the present decade. Approximately the same ratio exists between those examining sports as a Canadian phenomenon and as a manifestation of western culture in general. (MB)

ED 129 745

SP 010 458

Kovalakides, Nick

Twenty-one Ways to Develop Esprit De Corps Among Your Student Officials.

Pub Date 76

Note—4p.; Paper presented at the National Intramural-Recreational Sports Association (San Diego, California, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Athletic Coaches, Athletic Programs, *Athletics, *Attitudes, *Guidelines, *Intramural Athletic Programs, *Morale, *Physical Education, Student Attitudes, Students

Identifiers—*Student Athletic Officials

Student officials for intramural sports can be given special training to enhance their aptitude in the field, but their attitude is more difficult to develop. This paper suggests 21 ways to develop attitude among student officials. Some of the suggestions are: Athletic departments should emphasize the role of the official in the intramural program; assure them support in their judgment calls; assure them that abuse will not be tolerated; pay them well; institute an incentive pay program; provide uniforms; provide NCAA rulebooks for study; evaluate them often; avoid competition; reward better officials by assigning them playoff games; assist them in getting outside paid officiating jobs; provide them with proper recognition; encourage the best officials to serve as tournament directors in other sports; and encourage idea exchange and informal meetings among student officials. (JMF)

ED 129 746

SP 010 459

Durham, Joe D.

The Development and Evaluation of the Multi-Unit Elementary School. Maxi II Practicum Report.

Pub Date 7 Jan 76

Note—221p.; Ed. D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Academic Achievement, Administrative Principles, Community Involvement, *Elementary Education, *Elementary School Teachers, *Individualized Instruction, Inservice Teacher Education, Instructional Innovation, *Multiunit Schools, Open Plan Schools, Parent Participation, *Program Development, Program Evaluation, *School Administration, Student Participation, Student Responsibility, Teacher Attitudes, Team Teaching

Identifiers—Virginia (Henrico County)

The purpose of this practicum was to show the development and evaluation of a multi-unit elementary school (MUS-E) using Individually Guided Education. As an organizational structure capable of permitting planned change, MUS-E provides for the growth of its students on an individual basis, provides in-service for its teachers, involves the public as an active partner in the education process, and places responsibility for progress on the child. Activities and evaluations relating to the school years 1973-74 and 1974-75 are presented and compared. The data indicate multiple areas of positive growth—more community involvement, less absenteeism, fewer discipline problems, and a more positive attitude toward school by all parties. Teacher participation, attitude, and work habits have resulted in a positive application of the program. Appendices include a proposal for the implementation of Individually Guided Education (IGE) at Bethlehem Elementary School, a memorandum of commitment between the University of Virginia and the Henrico County Public Schools, a workshop evaluation form, student, teacher, and parent opinionnaires, a teacher observational scale, detailed presentations of IGE instructional processes, various evaluation instruments, public relations materials, and a bibliography. (Author/MB)

ED 129 747

SP 010 460

The CAHPER Fitness-Performance Test Manual: For Boys and Girls 7 to 17 Years of Age.

Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).

Pub Date 66

Note—48p.

Available from—The Canadian Association for Health, Physical Education, and Recreation, 333 River Road, Vanier City, Ontario, Canada K1L 8B9 (No price quoted)

Document Not Available from EDRS.

Descriptors—Calisthenics, *Diagnostic Tests, Elementary Secondary Education, *Exercise (Physiology), Foreign Countries, *Muscular Strength, *Norm Referenced Tests, *Performance, Physical Activities, Physical Education, *Physical Fitness, Physical Health, Running

Identifiers—*Canada

Outlined in this manual is Canada's first National Test of Physical Fitness. Each test item is a valid and reliable measure of fitness, simple enough for any teacher not trained in fitness measurement to administer. Each of the six tests measures a different aspect of fitness: (1) the one-minute speed sit-up tests the strength and endurance of the abdominal muscles; (2) the standing broad jump measures the power of the legs; (3) the shuttle run determines agility; (4) the flexed arm hang indicates endurance of the arm and shoulder muscles; (5) the 50-yard run measures speed; and (6) the 300-yard run indicates stamina. The test is competitive in nature. Normative tables representing fitness-performance of Canadian youth ages 7-17 are provided to motivate maximum performance. The test is a fast and efficient way to gain specific information about the fitness of a group of students. In addition, it reveals weaknesses for which specific exercises, games, and sports can be prescribed. (MM)

ED 129 748

SP 010 461

Boorman, Joyce, Ed. Harris, Dorothy, Ed.

Dance: Verities, Values, Visions.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Pub Date Jun 73

Note—88p.; Papers presented at the Binational Dance Conference, University of Waterloo (Waterloo, Ontario, Canada June 10-17, 1971)

Available from—Canadian Association for Health, Physical Education, and Recreation, 333 River Road, Vanier City, Ontario, Canada, K1L 8B9 (No price quoted)

Document Not Available from EDRS.

Descriptors—Aesthetic Education, Computer Science, *Dance, Filmographies, Foreign Countries, Learning Disabilities, Neurological Organization, Physiology, Research

Identifiers—Canada, *Dance Therapy, *Movement Education

The Binational Dance Conference was organized into three focal themes—verities, values, and visions in dance—to emphasize the known and accepted worth and value of dance, and to stimulate through knowledge and idea exchange, imaginative directions for dance in the future of both the United States and Canada. This thematic structure is also the basis of organization for this publication. The "Verities" section includes reports on recent research, electromyography, use of imagined action in teaching, neurophysiological development of dancers, and the scope of dance. "Values" discusses an experimental dance study for children with learning disabilities, the use of reinforcement procedures in dance therapy, and systematized dance instruction. "Visions" addresses computer technology and dance, strategies for aesthetic education, and a report on the dance activities of IMPACT, a two-year project funded by the U.S. Office of Education. The thematic sections are preceded by an introductory article considering dance as the universal language. The appendices include profiles of the authors, a list of films and film resources, the conference program, and a listing of conference delegates and guests. (MM)

ED 129 749

SP 010 462

Olympic Promotion in School-Canada-JOG.

Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Pub Date 75

Note—156p.; In English and French

Available from—CAHPER, 333 Chemin River Road, Vanier City, Ottawa, Canada K1L 8B9 (No price quoted)

Document Not Available from EDRS.

Descriptors—Communication Skills, *Educational Games, *Elementary Secondary Education, Fine Arts, Foreign Countries, *Physical Education, Practical Arts, Puzzles, Sciences, Social Studies, *Tests

Identifiers—Canada, Olympics

This book was prepared for elementary and secondary school students and teachers to promote the 1976 Olympics in Canada through the educational media. It is written in both French and English. Five subject categories are covered: Communications; Sciences; Social Sciences; Arts; and Physical Education. These subjects are addressed to students in four grade levels: Elementary I, grades 1,2,3; Elementary II, grades 4,5,6; Secondary I, grades 7,8,9; and Secondary II, grades 10,11,12. The presentation of this material is in the form of games, puzzles, and exercises ranging in difficulty from simple coloring pictures for the first grade to complex mathematical problems for high school students. (JD)

ED 129 750

SP 010 463

Nieto, Julia

B.A.B.E.L. Career Lattice Program.

Bay Area Bilingual Education League, Berkeley, Calif.

Note—43p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (No price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, *Chinese, *Consortia, Counseling, *Cultural Pluralism, Educational Coordination, Educational Methods, Educational Policy, Evaluation, Inservice Teacher Education, Personnel Selection, Recruitment, *Spanish, Spanish Speaking, *Teacher Education

The Bay Area Bilingual Education League (BABEL) is a five-district consortium joining forces to confront the need for bilingual education. It encompasses pre-kindergarten through high school. The program incorporates teacher and instructional assistant training ranging from teaching techniques and methodology to cultural awareness. All of the teaching participants are bilingual; either Spanish/English or Chinese/English. The Career Lattice Program provides career opportunities for bilingual individuals with zero years of college and extends to a highly sophisticated, skilled doctorate program. This report details the recruitment and selection of personnel; the career lattice program; college training/education of participants; and auxiliary training in areas such as counseling, audit/evaluation; methodology; inservice training; teacher supervision; and a bilingual Ph.D. program. (JMF)

ED 129 751

SP 010 466

Alternative Structures and Methods in Teacher Education. Report of a Technical Working Group (Kathmandu, Nepal, October 21-30, 1975).

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 75

Note—91p.

Available from—UNESCO Regional Office for Education in Asia, 920 Sukhumvit Road, Bangkok, Thailand (\$7.20)

Document Not Available from EDRS.

Descriptors—*Case Studies, Change Agents, *Developing Nations, Development, Educational Innovation, *Educational Methods, Foreign Countries, Institutes (Training Programs), Methods Courses, *Regional Planning, Rural Development, *Teacher Education, Teacher Education Curriculum, *Teacher Programs

Identifiers—*Asia

The technical working group meeting on alternative structures and methods in teacher education met to: 1) examine case studies prepared on alternative structures and methods in teacher education and other relevant materials; 2) prepare models of alternative structures and methods in teacher training; and 3) make suggestions on field-testing of models and further cooperative action on this project by the participating member states. The central theme of

the meeting was to highlight some innovative approaches made as an alternative structure and method in the area of teacher education by the different member states and help them to share experiences in implementing these innovations indigenous to their own needs. The specific parts of the meetings were: 1) presentation, analysis, and synthesis of innovative projects in teacher education, including case studies of structural and methodological alternatives; 2) suggested models and inter-country cooperation for application and field testing of models. (Author/JMF)

ED 129 752

SP 010 467

Continuing Education for Teacher Educators; Advanced-Level Workshops. Report of a Task Force Meeting (Tokyo, March 13-25, 1976).

National Inst. for Educational Research, Tokyo (Japan); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 76

Note—89p.

Available from—UNESCO Regional Office for Education in Asia, 920 Sukhumvit Road, C.P.O. Box 1425, Bangkok, Thailand (\$6.60)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Case Studies, Cultural Enrichment, *Developing Nations, *Educational Improvement, Educational Innovation, Foreign Culture, Guidelines, Non-western Civilization, *Professional Continuing Education, Regional Planning, Teacher Education, *Teacher Educator Education, *Teacher Workshops

Identifiers—*Asia

The Task Force Meeting on Advanced-Level Workshops for Teacher-Educators, held in Tokyo, examined the preparation of teachers for innovative education in the developing Asian region. Asian educators reported innovative practices and experiences in their own countries. Some major concerns: democratization of education; providing access to educational facilities; linking education to problems of national development; development of systematic programs to educate teacher educators, integrating preservice and inservice education programs, and changing the structure, organization and curriculum of education programs. Guidelines were laid down for organizing advanced-level workshops, citing new trends in education in member states and providing main source material for participants in workshops. A handbook was drafted exemplifying how actual experiences can be brought together for the purposes of problem diagnosis and evaluation. In it the need, objective, and scope of advanced-level workshops are outlined, and case studies in teacher education submitted by participating members are documented and analyzed. (JD)

ED 129 753

SP 010 468

Teacher Education and Curriculum for Development. Report of a Regional Planning Workshop (Quezon City, Philippines, May 19-31, 1975).

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date May 75

Note—67p.

Available from—UNESCO Regional Office for Education in Asia, Darakarn Building, 920 Sukhumvit Road, P.O. Box 1425, Bangkok, Thailand (\$3.75)

Document Not Available from EDRS.

Descriptors—*Curriculum Design, Curriculum Development, *Developing Nations, Development, Educational Innovation, Foreign Countries, Health Education, Learning Modules, Nutrition, *Regional Planning, Rural Development, *Skill Development, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Asia

The Regional Planning Workshop on Teacher Education and Curriculum for Development had as its aim the preparation of guidelines for: 1) the development of modules for curriculum designers with reference to curriculum for development; 2) the development of modules for selected elements of the core curriculum of teacher education; and 3) sub-regional training programs. The central theme of the workshop was consideration of curriculum and teacher education in relation

to national efforts for development, particularly in the areas of health and nutrition, employable skills, and rural transformation. The presentations include: country reports on new educational programs and plans at the basic level of education; identification of main thrust of educational innovation and strategies of implementation in the Asian countries; curriculum development with guidelines for the curriculum designer; teacher education, with guidelines for teacher educators for developing modules; and guidelines for workshops for curriculum designers and teacher education. (JMF)

ED 129 754

SP 010 469

Wagner, Elaine H.

Use of Student-Composed Tests and Their Effect on the Attitudes and Task Performance of University Students.

Pub Date [76]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Rating, Cognitive Measurement, Cognitive Processes, *College Students, Evaluation, *Grading, Higher Education, Learning Processes, Seminars, Statistical Analysis, *Student Attitudes, *Student Seminars, Task Performance, *Test Construction, Tests

The experiment described was designed to evaluate the possible effects on students in a small seminar of an evaluation system in which students were freed from some of the pressures of the conventional grading system and allowed to participate in the grading process, and to determine whether such participation would affect the acquisition of course content and attitudes of students toward that course. One of three randomly selected seminar groups was chosen to be the experimental group in which the grading process was altered. Pretesting was done covering course content to establish relative equality among the groups. An analysis of variance revealed no statistically significant difference in the group that constructed its own tests and assigned its own points for seminar participation and the two control groups, which were graded by a more traditional method. Chi Square analyses were performed on the attitude data revealing no significant differences in the groups on attitudes toward unit quizzes, course grading, or small group seminars. Although statistical analysis indicated no significant differences in attitudes in the groups, the study revealed that students felt the experience was valuable in learning to compose valid test questions, that it freed them from memorizing irrelevant details, released them from tension, and allowed a more receptive mindset for hearing and listening as well as allowing for increased teacher-student communication, rapport, and appreciation. (Author/JMF)

ED 129 755

SP 010 470

Stieglitz, Ezra L. And Others

Right to Read Preservice Teacher Preparation Project. A Competency Based Teacher Education Model. A Final Report, 1974-1976. Vol. II. Rhode Island Coll., Providence.

Pub Date 76

Note—228p.; For related documents, see SP 010 443 and 471

Available from—Rhode Island College, Providence, Rhode Island 02908 (No price quoted)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Bilingual Students, Classroom Environment, Diagnostic Teaching, *Early Childhood Education, Early Reading, Evaluation Methods, *Individualized Instruction, *Language Arts, *Learning Modules, Needs Assessment, Performance Based Education, *Performance Based Teacher Education, Preservice Education, Program Development, *Reading Instruction, Teaching Models

Identifiers—Rhode Island College, *Right to Read

Volume II of the three-volume final report on the Right to Read Preservice Teacher Preparation Project is arranged into five appendices presenting learning, instructional, and evaluational modules in the reading and language arts fields. Appendix A appears in Volume I. Appendix B is a first draft of nine modules for a second undergraduate reading methods course dealing with the background for personalized reading instruction, the nature of reading differences, guidelines for reading assessment and identification of

needs, the provision of materials for personalized instruction and techniques in their use, the identification of differing needs in reading content areas, recognition of special needs of bilingual or culturally different children, and teacher-parent-cooperation. Appendix C details seven language arts modules for an undergraduate course—creating and organizing a primary classroom, the concepts of language and thinking in children, oral language activities, using children's literature, and integrated approach to language experience, experiential learning, and literature, an integrated approach to language experience, experiential learning, and component. Field-based objectives for the reading methods course are discussed in Appendix E, and objectives for the language arts component in Appendix F. Appendix G presents extension modules for student teaching. (MB)

ED 129 756 SP 010 471

Stieglitz, Ezra L. And Others.
Right to Read Preservice Teacher Preparation Project. A Competency-Based Teacher Education Model. A Final Report, 1974-1976. Vol. III.

Rhode Island Coll., Providence.

Pub Date 76

Note—204p.; For related documents, see SP 010 443 and 470

Available from—Rhode Island College, Providence, Rhode Island 02908 (No price quoted)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Audiovisual Aids, Childrens Literature, *Early Childhood Education, Early Reading, Evaluation Methods, *Language Arts, Learning Laboratories, *Learning Modules, Orientation Materials, Performance Based Education, *Performance Based Teacher Education, Preservice Education, Program Development, Reading Instruction, *Science Education, *Student Teaching, Teaching Models, Writing Skills

Identifiers—Rhode Island College, *Right to Read

This document is the final volume of a three-volume report on the Right to Read Preservice Teacher Preparation Project. It is composed of ten appendices (H-Q) containing various teaching modules, assessment forms, audio-visual materials, and orientation packages. Appendix H presents instruments for assessing student performance in student teaching. Appendix I gives several modules for student teaching of language arts, and Appendix J contains modules for elementary science. Two cover pages from teacher idea packets constitute Appendix K. A suggested audiotape slide presentation script is given in Appendix L. A form for evaluating the effectiveness of the student teaching program is Appendix M. The orientation of students to student teaching centers through various learning experiences is the subject of Appendix N, with a checklist of experiences to be undergone and a suggested module for getting to know the children of a class included. Appendix O consists of preparticipation assessment forms for student teaching. Appendix P is a handbook for student teachers, presenting the history, philosophy, rules, programs, and materials of Captain Hunt Elementary School. Appendix Q contains forms for the student evaluation of the undergraduate reading methodology course. (MB)

ED 129 757 SP 010 472

Newman, George Charles

NCATE: A Study of the Accreditation Process.

Pub Date 5 Sep 76

Note—5p.

Journal Cit—Innovator; v8 n2 Sep 5 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accreditation (Institutions), Decision Making, Educational Assessment, Educational Research, *Institutional Research, Planning, *Program Evaluation, *Schools of Education, Self Evaluation, Standards, *Teacher Education, Teacher Educators, *Teachers Colleges

Identifiers—*National Council for Accreditation of Teacher Educ, NCATE, University of Michigan

This report examines how the National Council for Accreditation of Teacher Education (NCATE) process might be utilized in an institutional research format to bring about future formalized assessment and planning in undergraduate

and graduate teacher education. With the focus on the recent NCATE reaccreditation process at the University of Michigan's School of Education, this report first examines the accreditation process an institution undergoes in order to determine the quality of its programs, and second, develops a framework and rationale whereby the information compiled for accrediting purposes can be further utilized by the institution to evaluate itself. The data contained in an NCATE study represent institutional information that can be analyzed further to serve as the basis for decision-making and for the evaluation of teachers. The objective of institutional research is to utilize data or manage information so that it can be evaluated and used to plan institutional change. The differences, then, between accreditation and institutional research lie in the fact that accrediting institutions such as NCATE are mainly concerned with evaluating procedural data and comparing it with prescribed and established standards, whereas institutional research is a way of gathering data on the various components of an institution and then managing or analyzing it in order to make a realistic design concerning the present or the future of the institution. NCATE hopes that the data accumulated through its accreditation process will in the future be used for institutional research and self-study. (MM)

ED 129 758 SP 010 473

Olafson, Gordon A. Moriarty, Dick

Change in Your Minor Sport Organization: How To Do It!

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date 76

Note—15p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletic Programs, *Athletics, Critical Path Method, Foreign Countries, Goal Orientation, *Objectives, *Organizational Change, *Organizational Development, *Organizations (Groups), Questionnaires

Identifiers—*Amateur Sports, Canada, *Sports Institution for Research

The Sports Institute for Research through Change Agent Research (SIR/CAR) assists organizations to identify: (1) ultimate goals; (2) the conflicts or obstacles that prevent an organization from reaching its goals; (3) the important tasks of the organization; (4) the individuals and groups that make the organization unique; (5) the influence of the press, radio, and television on the performance of the organization; and (6) the possibility of developing management techniques for short term, intermediate, and long term change; in short, how to restructure the total organization. Organizational change according to the SIR/CAR model results from three phases. Phase I involves viewing audiovisual material, interviewing participants of the organization, and distributing written opinionnaires to organization members. Phase II is a series of group discussions resulting in recommendations for organizational improvement. Phase III—organizational re-analysis—repeats the activities in Phase I. These phases encourage the determination of organizational objectives, examination of these objectives, and action to change or continue in accordance with the objectives. (Sample opinionnaires comprise the appendices.) (MM)

ED 129 759 SP 010 474

Guilmette, Ann Marie Moriarty, Dick

Crisis in Amateur Sports Organizations Viewed by Change Agent Research (CAR).

Pub Date 12 Jul 76

Note—10p.; Paper presented at the International Congress of Physical Activity Sciences 1976, Inc. (Quebec City, Quebec, Canada, July 12, 1976); Some tables may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletic Programs, Athletics, *Field Hockey, Foreign Countries, Goal Orientation, *Organizational Change, *Organizational Development, *Organizations (Groups), Research Methodology

Identifiers—Canada, *Sports Institution for Research

The Sports Institute for Research Through Change Agent Research (SIR/CAR) provides a service whereby organizations through an audit and feedback system prognosticate and identify problems in order to avoid situations discordant

with their organizational goals and objectives. This document reports the organizational crisis that faced the Windsor Minor Hockey Association, Ontario, Canada, and the assistance it received from SIR/CAR. The hockey association seemed to be at cross purposes to its avowed goals. The organization was structured as a professional organization although its goals of participation and enjoyment were consistent with those of an amateur sports organization. SIR/CAR guided the hockey association into a looser structure with a decreased emphasis on winning and increased emphasis on participation. Guidelines were established that reflected the enjoyment and gratification needs of an amateur sports organization. The implications of this restructuring are that if an organization aspires to maintain the avowed goals of an amateur sports program, it must structurally remain within the prescribed guidelines and regulations for an amateur sports group; otherwise conflict and eventually crisis will appear. (MM)

ED 129 760 SP 010 475

Moriarty, Dick Jones, Patti

Change Agent Research: Phase I—Organizational Audit and Communication Feedback Applied to Windsor Minor Lacrosse.

Pub Date 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Athletic Programs, Athletics, *Goal Orientation, Organizational Change, *Organizational Development, Organizations (Groups), *Questionnaires, Research Methodology, *Research Projects, Systems Analysis

Identifiers—*Amateur Sports, Canada, *Lacrosse, Sports Institution for Research

This study reports the results of a pilot Change Agent Research (CAR) project initiated in the summer of 1975 by the Sports Institute for Research (SIR) for the Windsor Minor Lacrosse Association. The purpose of the project was to audit the association to diagnose the nature of its organizational problems and assist in initiating change in order to reduce the gap between stated goals and actual behavior. The researchers utilized the SAW method for diagnosis. SAW consists of [S]eeing by audiovisual and personal observation monitoring; [A]sking by semi-directed, focused interviews; and [W]ritten opinionnaires. Results indicated problems within the organization stemming from ambiguity of goals and outside pressures. Data collected from players indicated problems stemming from differences in age and low morale due to dropouts. The interviews and questionnaires depicted an amateur sports direction for the organization; however, monitoring by media and personal observation indicated the organization was heading in a professional athletics direction. Overall, the results revealed that the players want to operate as an amateur sports association and revisions must be made in the structure of the association to accommodate the players' needs and desire for amateur status. Appendices include sample SAW opinionnaires. (MM)

ED 129 761 SP 010 476

Moriarty, Dick

Accumulation and Application of Knowledge Through Sports Institute for Research/Change Agent Research (SIR/CAR) System.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date 4 Jun 76

Note—72p.; Paper presented at the National Association for Physical Education of College Women Conference (Pacific Grove, California, June 4, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Athletics, Foreign Countries, *Institutional Research, Organizational Change, *Organizational Development, Questionnaires, Research Design, *Research Methodology, *Research Projects, *Systems Analysis

Identifiers—Canada, *Sports Institute for Research

The Sports Institute for Research Through Change Agent Research (SIR/CAR) is an interdisciplinary, public professional, study/action group, which brings together theoreticians and practitioners to investigate topics of vital interest to sport or athletic organizations functioning at the community, provincial/state, national, or international level. SIR/CAR, with associates

throughout Canada and the United States, is equipped to bring consulting services to assist in organizational analysis, development, study/research and to sports organizations requiring professional services to develop change agents and bring about change by reducing the gap between avowed and actual organizational goals. SIR brings together theoreticians and practitioners capable of contributing to (1) community sports-related consulting service, (2) discovery of new sports-related knowledge, and (3) dissemination of that knowledge. CAR is a systems analysis technique bringing together practitioners and theoreticians in a three-phase process for organizational analysis, organizational development, and organizational research. CAR studies are conducted on the IDEA system: IDEA—Identification, Delineation, Evaluation, and Action. In sum, SIR provides a structure; CAR provides a systems analysis model; and IDEA provides a study/research methodology. (MM)

ED 129 762 SP 010 477

Goddu, Roland

Adaptation, Documentation, Evaluation: Where Do These Concepts Fit in Educational Research, Development and Dissemination.

New England Program in Teacher Education, Durham, N.H.

Pub Date 1 Oct 76

Note—10p.

Available from—New England Program in Teacher Education, Box 550, Pettee Brook Offices, Durham, New Hampshire 03824 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, Demonstration Projects, Documentation, *Educational Development, *Educational Research, Evaluation, Information Dissemination, *Research Methodology

Identifiers—New England Program in Teacher Education, *Teacher Corps

The concepts of educational research, development, and dissemination can be examined and defined so that a framework in which the relationship of each to adaptation, documentation, and evaluation can be visualized. Using the Teacher Corps Projects, a component of the federal research and development effort, as a concrete example, it can be seen that its demonstration functions are in actuality a form of dissemination of educational innovation. In any Teacher Corps project, three cycles must occur: adaptation (site-specific arrangement of the process or product); documentation (recording of events during adaptation and implementation); and evaluation (measurement of documented effects against expected outcomes). These cycles occur constantly, not only during dissemination, but also during research and development. In research, the adaptation cycle is synonymous with hypothesis generation; documentation may be called experimentation; and evaluation is called validation analysis. In development, the cycles are called invention, field testing, and summative analysis, respectively. Since the key function of dissemination is to make research and development information known in a useable form, projects such as the Teacher Corps support the research and development efforts when they describe how they adapt, demonstrate, analyze, and judge the innovation. By examining such projects it can be seen what works in classrooms to improve the quality and relevance of education. (MB)

ED 129 763 SP 010 478

Goddu, Roland

Effect of Research Based Processes and Products on Teacher Education Programs.

New England Program in Teacher Education, Durham, N.H.

Pub Date Oct 76

Note—12p.

Available from—New England Program in Teacher Education, Box 550, Pettee Brook Offices, Durham, New Hampshire 03824 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Educational Development, Educational Innovation, *Educational Research, Instructional Innovation, Policy Formation, *Teacher Education, *Teacher Educators

Identifiers—New England Program in Teacher Education

Case studies have shown that, while only a limited number of research-based products or processes are available for introduction into teacher education programs, involvement of trainers and teachers in originating and developing innovations is necessary if they are to become widespread and influential. Because innovation requires changed behavior of an existing population, two viewpoints are involved. The Research and Development (R and D) people may view the process of change as one replacing methods and products; insiders may view it as replacement of personnel. For an R and D product to be considered as a policy rather than an experiment in a curriculum requires the assent and cooperation of those in power, the tenured faculty. Training conducted by faculty tends to be resistant to the inclusion of R and D products because they are strange concepts. Actual involvement of these professionals in curriculum development with the R and D group is necessary if the products are to become more than ancillary components of training. Acceptance rationale also differs between groups. The R and D approach is that the product is discrete, identifiable (and replicable), predictable in outcome, serves an identifiable need, and is documentable. The teacher educator program tends to have a different criteria—does it fit into existing philosophy, does the faculty want to do it, is the student population interested in or need the product, is a job available for those so trained, and, perhaps most important, is the money available. Since eighty percent of a budget is devoted to salaries, and sixty percent or more faculty are tenured, one returns to this group as the key impact point, the key to survival and growth of an innovation. (MB)

ED 129 764 SP 010 479

Getting Ready for National Health Insurance: Shortchanging Children; Hearings Before the Subcommittee on Oversight and Investigations of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, First Session on the Role of Government in Preventive Health Programs That Primarily Affect Children.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date Oct 75

Note—159p.; Not available in hard copy due to print quality of original

Available from—United States Government Printing Office, Washington, D.C.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Clinical Diagnosis, Federal Programs, Health Insurance, *Health Services, *Medical Care Evaluation, *Preschool Children, Primary Health Care, *Public Health Legislation

Identifiers—Department of Health Education and Welfare, DHEW

This hearing inquired into questions on the quality of care and the utilization of services in the child health area. Questions covered included: How does the government assist in preventive medicine programs? What are the gaps in current health care and delivery systems? How can current legislation in this field be better implemented? The early periodic screening, diagnosis, and treatment program (EDSDT) is essential to good health care for children. Low-income children need this service, and good community health centers are needed to implement this preventive health program. The Department of Health, Education and Welfare (HEW) is responsible for overseeing state operations and enforcement of this program. Testimony indicates the job is not being done well. There is inadequate funding through Medicaid; there is a lack of rapport and communication between HEW and state officials; and eligibility of children for the program is hard to determine. There are wide gaps in execution of the program as intended by congress, and there is a lack of proper administration by HEW. The Committee requests a report from HEW on steps they will take to bring the program into conformity with the statutes of the U.S. Government. (JD)

ED 129 765 SP 010 480

Fowler, John S.

Movement Education—Past—Present—Future.

Pub Date Apr 75

Note—9p.; Paper presented at the California Association for Health, Physical Education, and Recreation State Convention (Sacramento, California, April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Athletic Programs, Dance, Educational History, *Educational Philosophy, Elementary Secondary Education, Foreign Countries, Individualized Instruction, *Physical Education, Physical Recreation Programs, *Teaching Methods

Identifiers—England, *Movement Education

Physical education in England at the secondary school level was dominated in the 1950's by a formal, disciplinary method of teaching known as the "Swedish Drill," developed from the remedial gymnastics of P. H. Ling. However, at the elementary education level, a change towards informality, discovery learning, learning environments, and individualized instruction was beginning to develop in music, art, and physical education. Known as "Movement Education" (ME), it was introduced into England in the thirties by Rudolph Laban as Modern Education Dance, mainly to women physical education and dance teachers. Resistance to the new ideas by male teachers existed because of the links to dance, women teachers, and women's physical education colleges. Gradually, attitudes changed and now, in the seventies, it is acknowledged that movement education can be presented as a total approach to physical education. Arguments still persist, but present approaches in physical education teaching stress respect for individual differences, individualized instruction, and problem-solving experiences. Much remains to be done in the fields of games, play, and theories of learning and teaching. The major goal should be to encourage children to become feeling, sharing, concerned individuals with a sense of worth, self-direction, and knowledge of what is essential to their survival. (MB)

ED 129 766 95 SP 010 481

Klafter, Marcia B., Comp.

A Bibliography on Moral/Values Education.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—400-76-0043

Note—106p.

Available from—Research for Better Schools, Inc., Suite 1700, 1700 Market Street, Philadelphia, Pa. 19103

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Behavior Development, Bibliographic Citations, *Bibliographies, *Curriculum, Educational Philosophy, Ethical Instruction, *Ethical Values, Humanistic Education, *Instructional Materials, Moral Development, *Moral Values, Values

Identifiers—*Planning for Moral Citizenship Education, *Values Education

This bibliography is a collection of approximately 1,800 citations of articles, books, and curriculum materials published between 1960 and June 1975 in the area of moral/ethical/values education. The documents are coded: (A) by type—research report, specific data; review of research; instructional procedure, description, curriculum content, specifics about what to teach; position paper; instructional materials; measures; and bibliographies; and (B) by content—behavioral disposition; skills; emotions; cognitive aspects; specific values, norms, mores, and rules; and assumptions and epistemology. (JMF)

ED 129 767 95 SP 010 482

Wallace, Joan D., Ed.

Report on the National Conference on Planning for Moral/Citizenship Education, June 4, 5, 6, 1976. Sugar Loaf Conference Center. Philadelphia, Pa.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—400-76-0043

Note—88p.

Available from—Research for Better Schools, Inc., Suite 1700, 1700 Market Street, Philadelphia, Pa. 19103

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavior Development, Conference Reports, Democratic Values, Educational Philosophy, *Educational Planning, *Educational Research, *Ethical Values, Humanistic Education, Moral Development, *Moral Values, Objectives, *Public Policy, Social Science Research, Values

Identifiers—*Planning for Moral Citizenship Education, *Values Education

The National Conference on Moral/Citizenship Education (MCE) was the major activity of Planning for Moral/Citizenship Education, a year-long national planning effort. The primary purpose of the conference was to develop MCE recommendations from as wide a base as possible concerning research, development, and dissemination, with the ultimate goal of submitting the recommendations to NIE and the public for programs that will have an impact on our schools and our society consistent with democratic values and principles. The report outlines the background of the conference including the objectives, public concerns, assumptions, activities, and products of its planning effort. The conference recommendations focus on public policy, theory, research, development, and dissemination. Each category details the highlights from several inputs: the major conference presentations, the work-group reports, the discussion by reactant panels, discussion from the floor, a brainstorming session, responses to individual questionnaires, and comments on the first draft of the proceedings report. (JMF)

ED 129 768 SP 010 483

Zeigler, Earle F., Ed. Spaeth, Marcia J., Ed.
Administrative Theory and Practice in Physical Education and Athletics.

Pub Date 75

Note—459p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (No price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Administrative Policy, Administrator Background, *Administrator Guides, *Athletic Programs, Decision Making, *Educational Administration, Human Relations, Leadership, *Management, Organizational Development, *Organizational Theories, *Physical Education, *Planning, Program Administration

This collection of writings attempts to fulfill the need for practical preparation for administrative leadership. It provides alternative methods to the usual trial-and-error procedures by suggesting methods based on current management principles and the most recent theories of administration. Practical aspects of decision-making, planning, evaluating; technical administrative concerns of finance, public relations, and personnel are shown. The four parts of the book describe: (1) the background and development of administrative theory and practice in physical education; (2) the scope, methodology, summary, and findings concerning administrative processes including leadership, group cohesion, faculty job satisfaction, economic factors influencing athletics, communication, and environment; (3) technical administrative concerns such as human relations planning and construction of facilities; employment theory and practice, and budgetary processes; and (4) philosophical recommendations for examining the present and the future. (JMF)

ED 129 769 SP 010 484

Moriarty, Dick
The Organizational History of the Canadian Intercollegiate Athletic Union: SIR/CAR Model and Method for Analyzing Conflict and Change.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date Jul 76

Note—17p.; Paper presented to the International Congress of Physical Activity Sciences 1976, Inc. (Quebec City, Quebec, July 12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletic Programs, Change Agents, *Conflict, Conflict Resolution, Foreign Countries, *Organizational Change, *Organizational Development, Organizational Effectiveness, *Organizational Theories, *Physical Education, Problem Solving

Identifiers—Canada, *Canadian Intercollegiate Athletic Union, CIAU, Sports Institute for Research

The Sports Institute for Research/Change Agent Research (SIR/CAR) model and method for research in organizational history are used to analyze the growth and development of the Canadian Intercollegiate Athletic Union (CIAU) from its inception in 1906 through its breakup in 1955 and its reestablishment in 1961. Four stages of growth are identified: primitive, primary, stable, and elaborate. Both the historical and modern organizations of the CIAU are analyzed using these stages to show the development and decline of the organization. This pattern is used to substantiate the theory of cycles of conflict and patterns of organizational growth and development developed by Ralph M. Stogdill and the Ohio State Leadership Institute. (JMF)

ED 129 770 SP 010 485

Priorities and Perspectives in Education.

Proceedings of the 1975 Cogito Conference (Toronto) Ontario, October 23-24, 1975.

Cogito Corp. Ltd., Montreal (Quebec).

Pub Date 75

Note—126p.

Available from—Cogito Corp. Ltd., 4364 St. Denis Street, Suite 400, Montreal, Quebec H2J2L2 (\$10.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Affective Objectives, Community Resources, *Conference Reports, Curriculum Development, Educational Administration, Educational Alternatives, Educational Needs, *Educational Policy, Ethical Instruction, Foreign Countries, Individualized Instruction, Moral Values, Scheduling, *Secondary Education, Staff Improvement, Student Responsibility, *Workshops

Identifiers—*Canada, Values Education

The Cogito Conference Report is a record of speeches and practical workshops by 35 quest speakers on 18 current concerns in secondary school education. General session topics were: priorities in education; and hard schools vs. soft schools or the false liberal consciousness. The workshops discussed topics such as: student responsibility and individualization; the community as an educational resource; educational administration; HSI studies; managing with people; alienation; community use of educational facilities; values education; the feeling side of teaching; computer generated scheduling; politics and education; Canadian studies; and French schools in Ontario. The indepth sessions covered staff development and curriculum development, while the final forum sessions outlined alternate forms of education. (JMF)

ED 129 771 SP 010 486

Toohy, D. Margaret

Research in Comparative Physical Education: Some Interdisciplinary Considerations.

Pub Date Apr 76

Note—10p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education and Recreation (Milwaukee, Wisconsin, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletics, Comparative Analysis, *Cross Cultural Studies, *Dance, *Drama, *Interdisciplinary Approach, Performance, *Physical Education, Theater Arts

This paper contends that sports, dance, and drama should be considered together when studying cultures for purposes of comparison because the basic elements of these three disciplines are found in all societies—primitive and advanced. The paper presents: (1) discussion of pertinent aspects of sport, dance, and drama; (2) examples of comparative studies completed in games, dance, and theater; and (3) suggestions for further studies. Some points of discussion include: (1) the importance of realizing that a performance (sport, dance, or theater event) requires the participation of many who are not performers; (2) actual performances are complexly orchestrated with several things happening simultaneously; (3) the performance reflects the culture; and (4) the performers willingly suffer for the performance. Suggested foci for further studies include altered states of consciousness in performance, and the changing of traditional forms of sport, dance, or theater into commercially evaluated "airport art." (MM)

ED 129 772

SP 010 487

Sacco, James M.

Effects of Team Supervision on the Divergent Questioning of Student Teachers and the Divergent Thinking of Their Elementary Pupils.

Pub Date Feb 76

Note—10p.; Paper presented at the Association of Teacher Educators Conference (St. Louis, Missouri, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Supervisors, *Divergent Thinking, Educational Development, Educational Research, *Elementary School Students, *Questioning Techniques, *Student Teachers, Teacher Education, Teacher Improvement, *Teacher Supervision, *Teaching Methods

Identifiers—Team Supervision, University of Maryland (Baltimore County)

This study investigated the effectiveness of a team supervisory conference in eliciting pupil divergent thinking in a trial lesson. The first hypothesis was that pupils who are asked divergent questions by student teachers who have had a team supervisory conference prior to the lesson will express more divergent thought in a ten-minute lesson than those questioned by student teachers who have not had such a conference. The second hypothesis was that a student teacher who has had a team supervisory conference between a practice and a criterion divergent questioning lesson will ask significantly more divergent questions in the criterion lesson than those who did not have such a conference. The subjects were 24 female University of Maryland (Baltimore County) elementary student teachers and 240 elementary pupils from neighboring school systems. Students and student teachers were divided into either a control group or a treatment group. All student teachers were given an assignment to prepare one 10-minute lesson that would elicit divergent thinking from a group of five pupils. Student teachers in the treatment group then participated in a supervisory conference with a teacher center coordinator and a supervising teacher. All the student teachers—both treatment and control—then taught the same lesson (criterion lesson) to a second group of pupils. The lessons of both groups were videotaped. The first hypothesis—that the pupils of student teachers who had participated in a supervisory conference would produce more divergent thinking in the criterion lesson—was confirmed; the second hypothesis—that the supervisory conference would increase the number of divergent questions asked by student teachers—was not confirmed. (MM)

ED 129 773

SP 010 488

Collins, Mary Lynn

The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers.

Pub Date May 76

Note—57p.; Association of Teacher Educators Research Award (1975-76)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Effective Teaching, Microteaching, *Preservice Education, *Student Teachers, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics, *Teacher Improvement, *Teaching Styles, Training, Training Techniques

Identifiers—*Enthusiasm

To determine whether preservice teachers would demonstrate a significant change in level of teacher enthusiasm after participating in a training intervention on teacher enthusiasm, and whether these same preservice teachers could maintain the increased level of teacher enthusiasm three weeks after termination of training, twenty preservice teachers were randomly assigned to either an experimental training group or to a control group. The experimental group was trained to increase their level of teacher enthusiasm through class discussions, peer teaching, and microteaching with public school children. Eight teacher behaviors were identified as descriptors of teacher enthusiasm: (1) vocal delivery; (2) eyes; (3) gestures; (4) movements; (5) facial expression; (6) word selection; (7) acceptance of ideas and feelings; and (8) over-all energy. Data were gathered on the eight teacher characteristics by videotaping the experimental and control groups before and three weeks after the training intervention. Two trained observers rated each of the video tapes on a 5-point scale

without knowledge of which preservice teachers were in the experimental or control groups or whether the taping was pre- or post-training. Analysis of the data indicates that the overall performance of the experimental group significantly increased after training and that each of the variables contributed significantly to this increase. The results, therefore, support the theory that it is possible to train a preservice teacher to increase his level of enthusiasm as described by the eight variables. (MM)

ED 129 774 SP 010 489
Marshall, Hermine H. Green, Judith L.
Classroom Verbal Behavior: Contextual Purpose and Situational Factors.

Pub Date Apr 76
Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Behavior Theories, *Classroom Communication, Educational Methods, *Educational Strategies, Effective Teaching, *Interaction Process Analysis, Oral Communication, Oral Expression, *Primary Education, Stimulus Behavior, *Teaching Methods, *Verbal Communication

This study investigates the nature and stability of verbal behaviors for different contextual purposes in classrooms with varying structures, from traditional to open, utilizing the RCS interaction analysis system modified to code for contextual purpose (cognitive, procedural, social, affective, and behavioral). Eighteen observations were made in each of six primary classrooms following a schedule that controls for situational factors, e.g., subject matter, period of day. Results indicate consistency within teachers in the relative frequency with which verbal behaviors are used, both globally (without regard to contextual purpose) and for specific contextual purposes. In contrast, a wide range of variability was found in the total number of adjusted tallies per category both globally and for specific contextual purposes from one observation period to the next. The nature of verbal interactions for different contextual purposes varied according to the subject matter during the observation period as well as according to the structure of the classroom. The method used in this study demonstrates the increased precision in delineating differences in verbal interaction for differing contextual purposes, different subject matter areas, and different types of classrooms. Nevertheless, because of the complexity of interactions in the classroom and because of the amount of irretrievable information lost in the coding process, the usefulness of this type of verbal interaction analysis system for investigating teacher effectiveness is called into question. (Authors/JD)

ED 129 775 SP 010 490
Christensen, James E. And Others
A "Knowledgeable" Approach to Organizing a College of Education.

Pub Date Dec 73
Note—17p.
Available from—Dr. J. E. Christensen, School of Teacher Education, Riverina C.A.E., P.O. Box 588, Wagga Wagga, N.S.W. 2650, Australia (\$1.00 plus postage)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Curriculum Design, *Curriculum Development, Curriculum Planning, *Educational Principles, Foundations of Education, Organizational Theories, *School Organization, *Schools of Education, *Teacher Education Curriculum, *Teachers Colleges

This paper presents a study of curriculum reorganization in schools of education. It used knowledge as the principle by which a college of education should be organized in order to maximize effectiveness and elicit the best efforts from its staff. In the search for this principle or organization, some criteria were first established: (1) that the principle would imply a logically consistent organization; (2) that the principle would generally improve the efficiency and effectiveness of colleges of education; (3) that the principle would not be restricted by departmental prejudices, traditional biases, or other interests of pressure groups within the college of education; (4) that the principle would permit professional individuality, but preclude exploitation of a college of education by the individual; and (5) that

the principle would assure the integrity of a college without submerging and/or stifling the creativity and responsible freedom of the professional staff. Out of the process of inquiring about what principle would satisfy the criteria, the concept of knowledge emerged as a principle of curriculum organization. It was then established as an organizational principle through a process of asking a series of analytical and empirical questions. An example of organization according to the principle of knowledge is provided. (MM)

ED 129 776 SP 010 491
Physical Education, Junior Division: Grades 4, 5, 6. Curriculum J.S.

Ontario Dept. of Education, Toronto.
Pub Date 59
Note—277p.

Available from—The Canadian Association for Health, Physical Education and Recreation, Executive Secretary, Toronto, Ontario, Canada (No price quoted)

Document Not Available from EDRS.

Descriptors—Athletic Equipment, Athletics, *Dance, *Elementary Education, Elementary School Teachers, Foreign Countries, Games, Grade 4, Grade 5, Grade 6, *Physical Education, Physical Education Facilities, Running, *Soccer, *Softball, *Tumbling, Volleyball
Identifiers—Ontario, Skating

This manual was prepared to give teachers assistance in carrying out programs in physical education in grades 4, 5, and 6. Because many schools have space and equipment deficiencies, some emphasis has been placed on improvisation and the fullest possible use of available space and equipment. The manual is divided into two sections: organization and program material. The section on organization involves teaching hints and general suggestions regarding accommodation, ventilation, dress, safety, water safety, equipment, reference books, and records. The section on program material covers (1) introductory activities, (2) big muscle activities, (3) activities with small apparatus, (4) tumbling, (5) group games, (6) soccer-type activities, (7) softball-type activities, (8) volleyball-type activities, (9) skating, (10) running and jumping, (11) rhythmic activities—folk dance, and (12) rhythmic activities—creative dance. Line drawings and photographs appear throughout the text. (MM)

ED 129 777 SP 010 492
Ryan, Kevin, Ed.

Teacher Education: The Seventy-Fourth Yearbook of the National Society for the Study of Education, Part II.

National Society for the Study of Education, Chicago, Ill.
Pub Date 75
Note—336p.

Available from—The University of Chicago Press, Chicago, Illinois (No price quoted)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *Educational History, Educational Philosophy, *Educational Research, Futures (of Society), Humanistic Education, *Performance Based Teacher Education, *Schools of Education, Teacher Associations, *Teacher Education, *Teacher Educators, Teacher Militancy, Teaching, Teaching Experience, Yearbooks

This book is written for the large number of people who are either interested or actively engaged in teacher education. In chapter one, the preparation of teachers in this country is set in an historical perspective, identifying the major patterns of training and institutional arrangements. In the second chapter, a summary is provided of research and theory on the perspective of the person becoming a teacher. Chapter three describes and analyzes the institution we have developed to train teachers, drawing attention to its functions, its resources, and the constraints upon it. In chapter four, research in the field is described and an organizing paradigm is presented. Chapter five probes and explicates the concepts of man that underlie various movements and theories of education. Competency-based teacher education is described in chapter six. The new concern for a more affective education, or what is sometimes referred to as stronger humanistic orientation, has major implications for teacher education as is pointed out in chapter seven. In chapter eight, five key issues are sketched which cut across the field, affecting the

quality of schooling and the efforts to improve the performance of teachers. The issues of who the new teaching professionals are and what their organizations stand for are probed in chapter nine. The control and governance of teacher education is treated in chapter ten. Chapter eleven centers on the future and its implications for teacher education. The appendixes contain: the constitution and bylaws of the National Society for the Study of Education; information on annual meetings of the society; a synopsis of the proceedings of the board of directors for 1974; the treasurer's report; information concerning the society; and a list of publications of the society. (MM)

ED 129 778 SP 010 493
Constant, Helen

Reading Aloud to Children (Instructor's Manual). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74
Note—10p.; For Activity/Elements, see SP 010 494; for other related documents, see SP 010 495-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Children's Literature, Directed Reading Activity, *Early Childhood Education, *Early Reading, Individualized Instruction, In-service Teacher Education, *Learning Modules, *Oral Reading, *Performance Based Teacher Education, *Reading Instruction, Special Education, Teacher Education
Identifiers—*Competency Based Teacher Education Project

This publication is a module designed for use in undergraduate and graduate courses in early childhood, reading, children's literature, and special education and for in-service courses for paraprofessionals. The module is presented in two parts. Part one is the manual, which (1) describes the mode of administering the module and (2) briefly describes each activity/element with suggestions for the instructor and comments on the materials. (MB)

ED 129 779 SP 010 494
Constant, Helen

Reading Aloud to Children. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74
Note—52p.; For manual, see SP 010 493; for other related documents, see SP 010 495-517
Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Children's Literature, Directed Reading Activity, *Early Childhood Education, *Early Reading, Individualized Instruction, In-service Teacher Education, *Learning Modules, *Oral Reading, *Performance Based Teacher Education, *Reading Instruction, Special Education, Teacher Education
Identifiers—*Competency Based Teacher Education Project

This is part two of a teaching module designed for use in undergraduate and graduate courses in early childhood, reading, children's literature and special education, and for in-service courses for paraprofessionals. This section specifies videotape pre-assessment and post-assessment sessions, and contains three instructional elements, assessment scales to accompany the elements, and self-checking answer keys for these scales. (MB)

ED 129 780 SP 010 495
Schwartz, Albert V.

Literary Analysis of Children's Stories (Instructor's Guide). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74
Note—11p.; For Student's Manual, see SP 010 496; for other related documents, see SP 010 493-517; not available in hard copy due to marginal reproducibility of original

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Children's Literature, *Early Childhood Education, Early Reading, Individualized Instruction, Inservice Teacher Education, *Learning Modules, *Literary Analysis, *Performance Based Teacher Education, Teacher Education

Identifiers—*Competency Based Teacher Education Project

This document is the instructor's guide for teaching a learning module on literary analysis of children's stories. Its purpose is to provide suggestions for administering the module and to point out the flexibility with which instructor and student may approach the activities and assessments. The terminal object of the module requires that students become familiar with a number of better-known children's stories and develop the ability to identify literary structures in each of them. The manual contains an answer key to the pre-assessment in the student's manual and a bibliography of 36 children's books in book and media form. Student's manual is published separately. (MB)

ED 129 781 SP 010 496
Schwartz, Albert V.

Literary Analysis of Children's Stories. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—70p.; For Instructor's Manual, see SP 010 495; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, *Children's Literature, *Early Childhood Education, Early Reading, Individualized Instruction, Inservice Teacher Education, *Learning Modules, *Literary Analysis, *Performance Based Teacher Education, Teacher Education

Identifiers—*Competency Based Teacher Education Project

The document is a student manual, which presents a learning module on literary analysis of children's stories, and is concerned with the ability to distinguish and identify theme, plot, and characterization. A concomitant purpose is to familiarize teachers with a number of classic children's stories in which theme, plot, and characterization are successfully structured. The module consists of a pre-assessment, four element/activity groupings, a post-assessment, appendices, and bibliography. Instructor's Guide is published separately. (MB)

ED 129 782 SP 010 497

Bursuk, Laura Matteoni, Louise

Classifying Word Identification Errors, Module B: Analysis of Oral Reading Errors (Answer Key). Toward Competence Instructional Materials for Teacher Education. Report No. Case-02-75.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date Mar 75

Note—26p.; Part two of a two-part set; for part one, see SP 010 498; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. (No price quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*English Instruction, Instructional Materials, Morphology (Languages), *Oral Reading, *Performance Based Teacher Education, *Primary Education, *Reading Diagnosis, Teacher Education, Word Recognition, *Word Study Skills

Identifiers—*Competency Based Teacher Education Project

The answers to the tests and exercises presented in the manual in "Module B: Classifying Word Identification Errors," are presented in this second part of the two-volume set. (JD)

ED 129 783 SP 010 498

Bursuk, Laura Matteoni, Louise

Classifying Word Identification Errors, Module B: Analysis of Oral Reading Errors. Toward Competence Instructional Materials for Teacher Education. Report No. Case-02-75.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date Mar 75

Note—65p.; Part one of a two-part set; for part two, see SP 010 497; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*English Instruction, Instructional Materials, Morphology (Languages), *Oral Reading, *Performance Based Teacher Education, *Primary Education, Pronunciation Instruction, Reading Achievement, *Reading Diagnosis, Reading Skills, Teacher Education, Word Recognition, *Word Study Skills

Identifiers—*Competency Based Teacher Education Project

This module is the second in a two-module cluster. Together, the modules are designed to enable students to recognize and identify by type the errors that occur in recorded samples of oral reading. This one—Module B—focuses on the actual analysis of oral reading errors. Using the understanding of the phonemic and morphemic elements of English gained in Module A, students use the exercises given here to compare overt, or actual, responses with expected responses in reading by examining, first, written transcriptions of reading performances, then recordings of oral reading. A post-assessment follows the activities. (JD)

ED 129 784 SP 010 499

Robison, Helen F.

Classification Skills. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—88p.; For related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavior Patterns, Classification, *Cognitive Development, *Discovery Processes, *Early Childhood Education, Intellectual Development, *Learning Activities, *Manipulative Materials, *Performance Based Teacher Education, Play, Preservice Education, Sorting Procedures, Student Teacher Relationship, Teacher Developed Materials, Teaching Skills, Thought Processes

Identifiers—*Competency Based Teacher Education Project, Piagetian Theory

This learning module helps the teacher to master teaching skills that stimulate children to explore materials and to order their explorations in ways that lead to classification and that generate the child's own structuring of his discoveries and experiences. Teaching behaviors focused upon are congruent with Piagetian concepts about a child's cognitive development. Three activities are given for each of four objectives followed by optional activities and a post-assessment self-check and mastery test. An answer key is provided in the appendix. (JD)

ED 129 785 SP 010 500

Geddes, Dorothy And Others

Teaching the Concept of Area. Response Manual. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—20p.; For Instructor's Manual, see SP 010 501; for Student's Manual, see SP 010 502; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *Elementary School Mathematics, *Individualized Instruction, Inservice Teacher Education, *Learning Modules, Mathematical Concepts, *Performance Based Teacher Education, Preservice Education, Teacher Education

Identifiers—*Competency Based Teacher Education Project

This document is the response manual for the learning module, "Teaching the Concept of Area." It contains the answers for the post-assessment tests given in the student manual. Instructor's manual and student manual available separately. (MB)

ED 129 786 SP 010 501

Geddes, Dorothy And Others

Teaching the Concept of Area. Instructor's Manual. A Module Approach Integrating Content, Method, and Field Experience. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—9p.; For Student's Manual, see SP 010 502; for Response Manual, see SP 010 500; for other related documents, see SP 010 493-517; Not available in hard copy due to marginal reproducibility

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Elementary Education, *Elementary School Mathematics, *Individualized Instruction, Inservice Teacher Education, *Learning Modules, Mathematical Concepts, *Performance Based Teacher Education, Preservice Education, Teacher Education

Identifiers—*Competency Based Teacher Education Project

This document is the instructor's manual for the learning module, "Teaching the Concept of Area." It contains a list of materials needed for a resource center and materials needed by students; a list of books for a curriculum library; directions for the instructor; and a response key for the diagnostic pre-assessment test. Response manual and student manual available separately. (MB)

ED 129 787 SP 010 502

Geddes, Dorothy And Others

Teaching the Concept of Area. A Module Approach Integrating Content, Method, and Field Experience. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—204p.; For Instructor's Manual, see SP 010 501; for Response Manual, see SP 010 500; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Elementary Education, *Elementary School Mathematics, *Individualized Instruction, Inservice Teacher Education, *Learning Modules, Mathematical Concepts, *Performance Based Teacher Education, Preservice Education, Teacher Education

Identifiers—*Competency Based Teacher Education Project

This document is the student manual for the learning module, "Teaching the Concept of Area." The purpose of the module is to enable the student to present the underlying concepts of area in a meaningful and useful way. The terminal objective of the module is to be able to demonstrate an understanding of the concept of area, to construct a sequence of learning tasks appropriate for ten- to twelve-year-old students, to present these tasks to such a group, and to assess their performance. The module consists of three sections, the first containing a pre-assessment and seven elements/activities, with post-assessments for each. The second section contains activities useful in constructing a learning sequence for ten- to twelve-year-old students, and the third section presents directions for implementing and assessing the learning sequence. In-

structor's manual and response manual available separately. (MB)

ED 129 788 SP 010 503

Bursuk, Laura Matteoni, Louise

Classifying Word Identification Errors, Module A: Phonemic and Morphemic Elements. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—73p.; Part one of a two-part set; for part two, see SP 010 504; For other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—English Instruction, Grammar, Instructional Materials, *Morphemes, Morphology (Languages), Morphophonemics, *Oral Reading, *Performance Based Teacher Education, *Phonemes, *Reading Diagnosis, Reading Skills, Teacher Education, *Word Study Skills
Identifiers—*Competency Based Teacher Education Project

This module is the first in a two-module cluster. Together, the modules are designed to enable students to recognize and identify by type the errors that occur in recorded samples of oral reading. This one-Module A-focuses on the most common phonemic and morphemic elements of English. In preparation for the analysis of errors, students learn to analyze words in isolation, the sounds various spellings represent and where they occur in words, how words are divided into syllables, where accents fall, and the syntactic function or meaning of various units of speech. Exercises are followed by a post-assessment test. (JD)

ED 129 789 SP 010 504

Bursuk, Laura Matteoni, Louise

Classifying Word Identification Errors, Module A: Phonemic and Morphemic Elements (Answer Key). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—25p.; Part two of a two-part set; for part one, see SP 010 503; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—English Instruction, Grammar, Instructional Materials, *Morphemes, Morphology (Languages), Morphophonemics, *Oral Reading, *Performance Based Teacher Education, *Phonemes, *Reading Diagnosis, Reading Skills, Teacher Education, *Word Study Skills
Identifiers—*Competency Based Teacher Education Project

The answers to the tests and exercises presented in the manual in "Module A: Classifying Word Identification Errors," are presented in this second part of the two-volume set. (JD)

ED 129 790 SP 010 505

Stober, Marvin Fields, Wilcase

Modality Linking: Selection of Activities and Materials. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—92p.; For related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Diagnostic Teaching, *Exceptional Child Education, *Graduate Study, Individualized Instruction, Learning Disabilities, *Learning Modalities, *Learning Modules, *Performance Based Teacher Education, Role Playing
Identifiers—*Competency Based Teacher Education Project

This document is a learning module developed for graduate level students in the field of teaching learning disabled children. The module consists of a pre-assessment, three element/activity groups, and a post-assessment. The terminal goal is the ability, given appropriate assessment data, to identify a child's modality strengths and weaknesses, and to plan a progression of learning experiences that serve to link the weak and strong modalities by building first upon the modality strength and culminating in a strengthening of the weak modality functioning. Suggestions for clarification, revision, and elaboration suggested by field-test data accompany the document. (MB)

ED 129 791 SP 010 506

Ruderman, Lillian

Interpersonal Perception. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—86p.; For Answer Key, see SP 010 507; for related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Empathy, *Exceptional Child Education, Individualized Instruction, *Interpersonal Relationship, *Learning Modules, *Performance Based Teacher Education, Preservice Education, *Psychological Patterns, Role Playing, Self Concept, Teacher Education
Identifiers—*Competency Based Teacher Education Project

This document is a learning module in interpersonal perception, designed to teach undergraduate and post-graduate students how to more effectively teach disabled or exceptional students. The feelings and behaviors of both teacher and child interact and affect each other to produce a positive or negative learning environment. Some of the feelings and attitudes that underlie this interaction can be identified, described, and put to positive use in the classroom. The terminal objective of this module is to be able to use one's awareness of self and other to effectively teach academic skills to disabled or exceptional children. The module consists of three element/activities with post-assessments for each. Accompanying the document is a short paper by the author suggesting refinements to the module which have been indicated by field test data. Answer key is published separately. (MB)

ED 129 792 SP 010 507

Ruderman, Lillian

Interpersonal Perception (Answer Key). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—22p.; For Student Manual, see SP 010 506; for other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Empathy, *Exceptional Child Education, Individualized Instruction, *Interpersonal Relationship, *Learning Modules, *Performance Based Teacher Education, Preservice Education, *Psychological Patterns, Self Concept, Teacher Education
Identifiers—*Competency Based Teacher Education Project

This document is the answer key for the learning module, "Interpersonal Perception." Student manual is published separately. (MB)

ED 129 793 SP 010 508

Ruderman, Lillian

Interpersonal Perception (Pre-Assessment). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—41p.; For related documents for this module, see SP 010 506-509; For other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Instructional Materials, *Interpersonal Competence, Interpersonal Problems, Interpersonal Relationship, Perception Tests, *Performance Based Teacher Education, *Pretesting, *Role Perception, School Personnel, *Self Concept Tests, Self Evaluation, *Student Teacher Relationship
Identifiers—*Competency Based Teacher Education Project

This is the pre-assessment packet for the learning module on Interpersonal Perception. Exercises include open-ended questions, definitions, illustration of applications, opinion scales, word-choice, fill-in-the-blanks, yes/no, and multiple choice. (MM)

ED 129 794 SP 010 509

Ruderman, Lillian

Interpersonal Perception (Post-Assessment). Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—51p.; For related documents for this module, see SP 010 506-508; For other related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Instructional Materials, *Interpersonal Competence, Interpersonal Problems, Perception Tests, Performance Based Teacher Education, *Post Testing, *Role Perception, Self Concept Tests, *Self Evaluation, *Student Teacher Relationship
Identifiers—*Competency Based Teacher Education Project

This is the post-assessment packet for the instructional module on Interpersonal Perception. It includes tests for definitions, a social opinion scale, and questions about pictures in the resource book. Guidelines are given for evaluating the pre-assessment and post-assessment tests. (MM)

ED 129 795 SP 010 510

Erlanson, David A.

Identifying and Ordering Evaluation Priorities. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—72p.; For related documents, see SP 010 493-517

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Evaluation, *Evaluation Methods, *Evaluation Needs, Evaluative Thinking, Inservice Programs, Inservice Teacher Education, *Instructional Materials, *Performance Based Teacher Education, Program Evaluation, *Questioning Techniques, *School Personnel
Identifiers—*Competency Based Teacher Education Project

This module attempts to develop the abilities of school personnel to find out precisely what in a school situation needs to be evaluated. Its main purpose is to foster the development of relevant questions. Specifically, this module focuses on the following terminal objective: satisfactorily identify and order the evaluation priorities in a given school situation. This terminal objective will be tested by the pre-assessment exercise, a group discussion, and the post-assessment exercise. The module also presents a number of activities which will assess and develop the participant's ability to accomplish the enabling objectives that underlie the terminal objective. Some of these will be paper, pencil, and reading exercises; others will be practical, field-based activities. The terminal objective assumes that the participant accomplishing it will be able to: (1) accumulate the necessary data for identifying evaluation priorities; (2) specify evaluation priorities; and (3) compare and order evaluation priorities. The self-

instructional materials contained in this module packet will lead to the accomplishment of these objectives, or outside suggested readings may be used. (MM)

ED 129 796 40 SP 010 511

Instructional Modules for Training Special Education Teachers: A Final Report on the Development and Field Testing of the CUNY-CBTEP Special Education Modules. Case 30-76. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation; New York State Education Dept., Albany; State Univ. of New York, Albany. Research Foundation.

Bureau No.—451AH50466

Pub Date Jul 76

Grant—G007-306140

Note—112p.; For all documents in modular cluster, see SP 010 511-517; For other related documents, see SP 010 493-511

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Research, *Field Studies, *Handicapped Children, Handicapped Students, Inservice Teacher Education, *Learning Modules, Performance Based Teacher Education, Special Education Teachers

Identifiers—*Competency Based Teacher Education Project

The City University of New York Competency Based Teacher Education Project (CUNY-CBTEP) in Special Education studied modularization, focusing on the variables in the instructional setting that facilitate learning from modular materials for a wide range of students. Four of the five modules for the training of special education teachers developed for this study were submitted to a field testing extending from the summer of 1974 through the fall of 1975. At some field test sites, instructors made extensive modifications or adaptations of the module materials. At others instructors made moderate changes to accommodate students' needs, or made no changes at all. On the college level, modules were usually incorporated as additional or alternative assignments, and at the inservice level, modules served as the basis for (1) instructor input with a group of teachers within a school, (2) independent group work within a school, and (3) independent study. The field testing and evaluation was designed to test the effectiveness of the modules as learning tools in the above varying contexts and to provide data on any needed revisions prior to widespread distribution of the modules. Results indicate that the modules have done an effective job in the development of the competencies specified in the module objectives, particularly when instructors modified the materials to meet the needs of the students and added activities that provided experiences with the handicapped. (MM)

ED 129 797 SP 010 512

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module I: Family Reactions to the Handicapped Child. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—46p.; For instructor's manual, see SP 010 513; For all documents in modular cluster, see SP 010 511-517; for other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Exceptional Child Services, Family Involvement, Family School Relationship, *Handicapped Children, Handicapped Students, *Inservice Programs, Inservice Teacher Education, *Learning Modules, *Parent Participation, Parent Role, *Parent Teacher Cooperation, *Performance Based Teacher Education, *School Personnel, Special Education Teachers

Identifiers—*Competency Based Teacher Education Project

The overall goal of the module is to train educational personnel to enlist family support in helping the young handicapped child realize his fullest educational potential. It was designed for use in training special education personnel without regard to categorical designations, and focuses on situations common to most handicapped children and their families. Several premises are basic to this module: (1) parents of young handicapped children play a major role in both the educability and the education of their children; (2) the role of parents in the education of handicapped children may become even more critical in the future as society moves from institutionalization of handicapped children to community-based programs; (3) parents have knowledge, insight, and ideas about their children needed by the school; (4) parents are often willing and eager to help their children's educational development; and (5) the school cannot afford to ignore the role and contribution of the family nor can it limit itself to complaints about insufficient parental cooperation. The module directs educational personnel through a program involving pre-assessment, readings, observations, interviews, discussion, and post-assessment, all directed toward understanding the parents of handicapped children. A short paper is included on the field-testing of the module. (MM)

ED 129 798 SP 010 513

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module I: Family Reactions to the Handicapped Child. Instructor's Manual. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 74

Note—20p.; For student handbook, see SP 010 512; For all documents in modular cluster, see SP 010 511-517; For other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Assessment, Handicapped Children, Inservice Teacher Education, *Instructor Coordinators, Leaders Guides, *Learning Modules, Parent Participation, *Parent Teacher Cooperation, *Performance Based Teacher Education, *Special Education Teachers, Teaching Guides

Identifiers—*Competency Based Teacher Education Project

This instructor's manual is designed for those coordinating inservice training programs for personnel involved in the education of young handicapped children which use Module I of the cluster of instructional modules for competency based teacher education. It offers suggestions for preparing for instructional activities, evaluating the pre- and post-assessments, and evaluating the module's activities. (MM)

ED 129 799 SP 010 514

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module II: How Parents Can Help. Toward Competence Instructional Materials for Teacher Education. Case 03-75.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date Mar 75

Note—84p.; For instructor's manual, see SP 010 515; For all documents in modular cluster, see SP 010 511-517; for other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academically Handicapped, Communication Skills, *Educable Mentally Handicapped, *Exceptional Child Education, Exceptional Child Services, Learning Disabilities, Learning Modules, Mentally Handicapped, Parent Education, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Parent Workshops, *Performance Based Teacher Education, School Services

Identifiers—*Competency Based Teacher Education Project

The purpose of this learning module is to make the teacher knowledgeable about the ways in which parents of handicapped children can be usefully and effectively involved in the education process. It is also designed to develop some elementary skills in training parents. After a test on selected readings, the students learn how to conduct a survey to determine current attitudes of practitioners toward parental involvement and how to tabulate and analyze the data. Information is presented on parent organizations and programs for the handicapped. Guidelines are given for communicating with parents, parent-teacher conferences, and workshops for parents. Answers to tests are found in the appendix. (JD)

ED 129 800 SP 010 515

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module II: How Parents Can Help. Instructor's Manual. Toward Competence Instructional Materials for Teacher Education. Case 03-75.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date Mar 75

Note—14p.; For student handbook, see SP 010 514; For all documents in modular cluster, see SP 010 511-517; For other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academically Handicapped, *Educable Mentally Handicapped, *Exceptional Child Education, Exceptional Child Services, Leaders Guides, Learning Disabilities, Learning Modules, Mentally Handicapped, Parent Education, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, *Performance Based Teacher Education, School Services

Identifiers—*Competency Based Teacher Education Project

This "Instructor's Manual" is designed for those responsible for guiding trainees through module II on "Parent Involvement in the Education of Young Handicapped Children: How Parents Can Help." The responsibilities of the instructor are outlined, and the means for satisfactory completion of the module are clarified. An answer key is given for the pre- and post-assessment tests. (JD)

ED 129 801 SP 010 516

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module III: Parents as Partners: Home-School Plans. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date Nov 75

Note—46p.; For instructor's manual, see SP 010 517; For all documents in modular cluster, see SP 010 511-517; for other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academically Handicapped, *Educable Mentally Handicapped, *Exceptional Child Education, Exceptional Child Services, Learning Disabilities, Learning Modules, Mentally Handicapped, *Parent Education, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Parent Workshops, *Performance Based Teacher Education, School Services

Identifiers—*Competency Based Teacher Education Project

The goal of this module is to expand the teacher's skill in working with parents of young handicapped children to foster the children's learning. It is designed to extend the teacher's skill in exchanging information with parents, and provides guidelines on working with individual families as well as conducting group meetings with parents. Activities presented require the student to demonstrate skill in developing and implementing a home-school plan with the family of one pupil and carry out a workshop for parents of the pupils in a class. (JD)

ED 129 802

SP 010 517

Cohen, Shirley

Parent Involvement in the Education of Young Handicapped Children. Module III: Parents as Partners: Home-School Plans. Instructor's Manual. Toward Competence Instructional Materials for Teacher Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date 75

Note—15p.; For student manual, see SP 010 516; For all documents in modular cluster, see SP 010 511-517; For other related documents, see SP 010 493-510

Available from—Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academically Handicapped, *Educable Mentally Handicapped, *Exceptional Child Education, Exceptional Child Services, Learning Disabilities, Learning Modules, Mentally Handicapped, Parent Education, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, *Performance Based Teacher Education, School Services

Identifiers—*Competency Based Teacher Education Project

This "Instructor's Manual" is designed for those responsible for guiding teacher trainees through modules III on "Parent Involvement in the Education of Young Handicapped Children: Parents as Partners: Home-School Plans." The responsibilities of the instructor are defined. The instructor's role is to guide the group activities of the trainees, monitor their work with parents, and evaluate their written reports. (JD)

ED 129 803

SP 010 518

Shearon, Gilbert F.

Developing and Improving Instruments for Measuring the Competence of Preservice Teacher Education Students.

Pub Date 11 Aug 76

Note—23p.; Paper presented at a Conference on Competency Based Teacher Education in Special Education: Competency Assessment (New York, August 11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Formative Evaluation, *Measurement Techniques, Performance Based Teacher Education, *Preservice Education, Student Teachers, Summative Evaluation, *Teacher Behavior, *Teacher Education, *Teacher Evaluation

This paper focuses on the development and/or improvement of instruments that can be used to measure the competence of preservice teacher education students. A number of questions need to be considered before making decisions concerning the development and improvement of such instruments: (1) At what level of specificity are the competencies to be measured stated? (2) In what context (symbolic, simulated, or work) is the demonstration of the competency to be measured? (3) How often and at what points are preservice teachers to be measured? (4) Who is to be involved in measuring the performance of preservice teachers? (5) Will the measurement of competence be formative, summative, or both? (6) How much time will be required for measurement? and (7) What is to be measured? The instruments now available to measure teacher behavior fall into two categories: (1) instruments used by school systems to rate personnel and instruments developed by colleges and universities to measure performance in student teaching; and (2) instruments that have been constructed primarily for use in research. Four types of instruments suggested for measurement of preservice teacher competencies discussed are: systematic observation; rating scales, interviews, and teacher products. (MM)

ED 129 804

SP 010 519

Guthrie, Larry F.

Identification and Analysis of Classroom Problems Affecting Teachers in Northwest Indiana.

Pub Date 28 May 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Needs, *Educational Problems, *Educational Research, *Graduate Surveys, Individualized Instruction, Interpersonal Problems, Problems, Questionnaires,

Science Instruction, *Teacher Attitudes, Teacher Education, *Teacher Response, Teachers, Teaching Problems, Indiana

Identifiers—*Classroom Problems, Indiana University Northwest

Current classroom problems affecting teachers within the potential teacher education population of Indiana University Northwest (IUN) were studied as part of a continuing effort to update the state of the art as it relates to the changing problems of teachers in the classroom. A review of past research suggests seven problem areas to be studied: class size; insufficient time for rest and preparation; insufficient clerical help; finding time for individualized work with students; inadequate instructional materials; discipline; and problems with parents. In order to assess the status of these classroom problems, 246 questionnaires were distributed to graduates of IUN (104 were returned) with instructions to rate these seven problems as "major," "minor," or "no problem." The questionnaire included an open response section that requested teachers to list three other problems they encountered not listed in the above seven. Teachers were also asked to rate their confidence in seven instructional areas: mathematics, language arts, science, social studies, music, art, and physical education. Selected demographic information was also collected. According to the results, major problems facing teachers relate to time and interpersonal relations. The information collected regarding confidence revealed they did not feel confident to provide adequate instruction in science. The majority of teachers focused their attention on the problem of finding time for individualized work with students; however, analysis of their suggestions indicated that the teachers have no better ideas for solving the problem than anyone else. (A sample questionnaire is included.) (MM)

ED 129 805

95

SP 010 520

McIntyre, Patrick J.

Costs, Benefits and/or Liabilities Model for the Western Washington State College Teachers Corps Teacher Designed Inservice Project.

Western Washington State Coll., Bellingham. Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Sep 76

Note—60p.; For related document, see SP 010 521

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Contracts, *Cost Effectiveness, Educational Development, *Educational Planning, Educational Resources, *Inservice Teacher Education, Management Systems, Needs Assessment, Program Costs, Program Evaluation, *Systems Analysis, Teacher Education

Identifiers—Teacher Corps Ninth Cycle, Western Washington State College

The Western Washington State College Teacher Corps Project (WWSC/TC) has developed a teacher designed inservice model as part of its Ninth Cycle program. The model is based on a collaborative approach to inservice education, in which the teacher is able to draw on the resources of an institution of higher learning, a local education association, and a teacher association for design, implementation, and evaluation of his/her inservice model. The purpose of this document is to describe the preparation and present state-of-the-art of the cost benefit model for the inservice project. The term "cost" signifies the specific dollar value that might be assigned to an activity or material. "Benefit" and "liability" indicate value judgments placed on institution, training, environment, or programs of interest to teachers and/or administrators, for which a dollar amount cannot be assigned. The document (1) reviews the cost, benefit, and liability model for the individual teacher contracts and discusses budget and funding sources; (2) reviews cost, benefits, and liabilities for the inservice consortium, with a discussion of its fundings and functions; (3) reports on some initial cost studies in which the models have been applied; and (4) comments on the application of cost studies to the WWSC/TC model. Three appendices are included: (1) a sample teacher contract; (2) a catalogue description for a problem-solving practicum in action research to identify specific needs of a target school; and (3) a general fund expenditure classification for the model. (MB)

ED 129 806

95

SP 010 521

Smith, Albert And Others

Inservice Education Consortia Development. Dissemination Report: Second Year—Ninth Cycle Teacher Corps.

Western Washington State Coll., Bellingham. Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jul 76

Note—66p.; For related document, see SP 010 520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Certification, Colleges, *Conceptual Schemes, *Consortia, *Cooperative Planning, *Educational Coordination, *Inservice Teacher Education, Operations Research, *Pilot Projects, School Districts, Summative Evaluation, Teacher Associations, Teacher Education

Identifiers—Arlington Washington School Board, Arlington Washington Teacher Association, Teacher Corps Ninth Cycle, Western Washington State College

A narrative and documented review of the initial stages of organizing a consortium for inservice teacher education is presented. Functioning as a Teacher Corps project, a model is being developed for collaborative decision-making among teacher associations, local school districts, and institutions of higher education. Under consideration is a model consortium in the state of Washington involving Western Washington State College, the Arlington Education Association, and the Arlington Public School District. The major emphasis of the consortium will be on inservice or continuing education/ certification for teachers. In addition to development of the consortium by-laws, another component of this effort is a study that attempts to cost out the development of the model. Nine Appendices detail the following: (A) Teacher Corps - Second Year, 9th Cycle (outlining Teacher Corps objectives in developing continuing education of school faculties); (B) Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel; (C) Cost-Benefit Analysis; (D) Miscellaneous Consortia Development Documents; (E) Events Held Directly Related to Consortia Development; (F) Minutes of Consortium Planning Meetings of November 17 and December 1; (G) Letter of Intent; (H) Northwest Professional Development Consortium Policy Procedures and By-Laws; (I) Agency Approval of By-Laws. (JD)

ED 129 807

SP 010 522

Baird, J. Hugh

Designing a System for Managing Assessment in Competency Based Teacher Education Programs.

Pub Date Aug 76

Note—29p.; Prepared for Competency Based Teacher Education Conference sponsored by the State University of New York, Plattsburgh, August 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Decision Making, Feedback, *Management Systems, *Needs Assessment, *Performance Based Teacher Education, *Program Evaluation, *Program Planning, Workbooks

This is a worktext for assessment management system planners designing competency based teacher education programs. The worktext exercises are based on the following eight questions, which need to be answered specifically as an assessment management system is planned: (1) What information (data) is to be used in making decisions about trainee and/or program? (2) Who uses the data and for what purpose? (3) Who is to collect the data? (4) How often are data to be collected? (5) What instruments and procedures are to be used in collecting data? (6) When are data needed and how often? (7) In what forms are data to be kept and/or displayed for those who use it? and (8) How are decisions and judgments communicated to those persons who need to know? Two principles are suggested as guides when working through the exercises: (1) Parsimony—In making a decision, don't collect any more designing competency data nor involve any more persons than are absolutely necessary; and (2) Involvement—Those affected by a decision should be involved in making it. (MM)

ED 129 808

SP 010 523

DiTosto, Evelyn

Professional Development Centers: "The Maryland Approach."

Maryland State Dept. of Education, Baltimore.
Div. of Certification and Accreditation.

Pub Date 76

Note—73p.

Available from—Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Coordinators, Educational Research, *Inservice Programs, *Inservice Teacher Education, *Interinstitutional Cooperation, Performance Based Teacher Education, Professional Continuing Education, *Teacher Centers, Teacher Educators, Teacher Improvement, Teacher Programs, Teacher Role, *Teacher Workshops

Identifiers—*Maryland, Montgomery County Maryland Public Schools, University of Maryland (College Park)

This monograph on the teacher center movement in the state of Maryland is divided into four sections: (1) The Center Concept and Center Research; (2) The Center Coordinator, Catalyst in Professional Development; (3) Professional Development through Inservice; and (4) The Center and its Make-Up. The first article traces the development of the teacher center movement in Maryland, a cooperative venture by the Maryland State Department of Education, the Montgomery County School System, and the University of Maryland at College Park, which began in 1964 and continues to the present. Research findings about center operations at the University of Maryland are reported in relation to the basic question of whether or not there are observable differences between teachers who participate in the centers and those who do not. The role of the teacher center coordinator is seen as one of a catalyst, motivating the educators in the center until all objectives are achieved. Inservice programs in one teacher education center involving a junior and senior high school are described, and principles concerning inservice education derived from the center's activities are identified. A model for the articulation and integration of personnel needs through collaborative efforts of several centers in the inservice program is also presented. Other articles discuss the ways various centers operate on an extension of the concept of management by objectives; a center is viewed from the vantage point of an educator assuming various positions in the center; and a representative year's program is detailed. The final article addresses four functions for a center and reflects upon the future of the teacher center movement. (MM)

ED 129 809

SP 010 524

Fitzgerald, Laurie E.

The Necessity for Institutional Praction.

Pub Date 7 Oct 76

Note—8p.; Paper presented at the American Council on Education Annual Meeting (59th, New Orleans, Louisiana, October 7, 1976)

Available from—American Council on Education, One Dupont Circle, Washington D.C. 20036 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Administrator Responsibility, *College Cooperation, Consortia, Cooperative Planning, Curriculum Development, *Educational Administration, *Educational Needs, Educational Planning, Educational Trends, *Graduate Study, Interinstitutional Cooperation, Masters Degrees, *Program Development

This paper addresses four aspects of institutional response to contemporary graduate education, within the context of changed demands for post-baccalaureate formal education and training. The role and function of the Graduate Dean or Director, together with any unique responsibilities of graduate faculty and the Graduate Council and Committee must be addressed within the institution. Special awareness of a coordinated and all-institutional graduate program of educational opportunities must be included within the institutional planning process. In addition, universities should anticipate a resurgence of interest in the first, or master's, graduate degree, especially in professional and non-traditional academic areas. The anticipated development of these programs will undoubtedly spur the investigation and con-

sideration of innovative delivery systems such as mediated and modular off-campus courses, perhaps provided by consortial clusters of institutions. Fitting graduate education to society's priorities will require that the institution focus, perhaps for the first time in many years, upon the administration, planning for, and delivery of this important dimension of its educational program. (MB)

ED 129 810

SP 010 525

Graham, Patricia Albjerg

Fitting Graduate Education to Society's Priorities.

Pub Date 7 Oct 76

Note—11p.; paper presented at the American Council on Education (59th, New Orleans, Louisiana, October 7, 1976)

Available from—American Council on Education, One Dupont Circle, Washington, D.C. 20036 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Students, Career Education, Continuous Learning, *Educational Trends, *Graduate Study, Humanities, *Job Satisfaction, *Liberal Arts, Part Time Students

With the emergence and dominance of public institutions of higher learning, and their development of curricula that meet the demands of students whose family background does not include a higher education tradition, the traditional liberal arts and humanities have declined in popularity. Educational relevance has shifted, at the undergraduate level, from "becoming a gentleman" to obtaining the skills necessary for employment. Only when the needs of career employment have been satisfied and the creativity potential of one's job have been exhausted, will people become seriously interested in exploring subjects in the liberal arts. Since many of them will already have degrees, this exploration will need to occur on the graduate level. These new students would generally be older, economically self-sufficient, nonspecialist, and studying under their own initiative. The most appropriate courses, since the student would probably not have the specific prerequisites for math, science, and language study, would be in the humanities and social sciences. Institutions considering such students would need to reexamine their assumptions and policies for part-time study, as well as their fee structures. It can be argued that students, faculty, and universities would benefit from a liberalization of graduate education, and so also would society as a whole. The kinds of jobs many have are not psychically fulfilling and the trend is increasingly in the same direction. Some other source of fulfillment is necessary—liberal education at the graduate level may be one. (MB)

ED 129 811

SP 010 526

Kelly, Gary F.

Learning About Sex: The Contemporary Guide for Young Adults.

Pub Date 76

Note—185p.

Available from—Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797 (\$2.95)

Document Not Available from EDRS.

Descriptors—Abortions, Contraception, Ethical Instruction, Family Planning, Homosexuality, Human Body, *Physical Characteristics, Pregnancy, *Sex (Characteristics), *Sex Differences, *Sex Education, *Sex Role, *Sexuality, Teenagers, Values, Venereal Diseases

This book provides information about sex to help readers, particularly teenagers, clarify their needs and values relating to sex—to understand sex, to deal with their own sexuality constructively and responsibly, and to deal with the sexuality of others in ways that are considerate and helpful. It is designed for either classroom or individual study. In the first chapter, the author explains why the book was written and describes his values about sex, presents questions for the reader to consider, and explains why advice is not given in the book. Discussed in the next chapter are the male and female sex organs and their function, the growth and development of the human body, and emerging sexual feelings and the sex drive. Subsequent chapters discuss: changing roles and attitudes concerning masculinity and femininity; learning sexual preferences; sharing sexual feelings; sexual intercourse values and decisions about premarital sex; sex and communication; problem sex; falling in love and being

in love; sex and love; changing patterns of marriage; other partnerships; parenthood and childbirth; birth control; abortion; and overpopulation. The book concludes with a question and answer section dealing with some common questions from teenagers. Appendices include a glossary of slang and conventional terms relating to human sexuality and a list of organizations that provide information and help. Throughout the text, discussion is aided by diagrams and pictures. (MM)

ED 129 812

SP 010 527

Graham, Peter J.

Affirmative Action: Its Effects Upon Intramural-Recreational Sports Department Employment Policies.

Pub Date 14 Apr 76

Note—35p.; Paper presented at the Annual Conference of the National Intramural-Recreational Sports Association (27th, San Diego, California, April 14, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affirmative Action, Civil Rights, *Discriminatory Attitudes (Social), Employment Practices, *Equal Opportunities (Jobs), Interviews, *Intramural Athletic Programs, Minority Group Teachers, Personnel Directors, *Personnel Selection, Racial Discrimination, Sex Discrimination, Teacher Qualifications, Teacher Recruitment, Women Teachers

Identifiers—Halo Effect

Affirmative action programs in the area of intramural-recreational sports department employment policies may be instituted in a number of areas. In recruiting and hiring of new personnel, a survey of present employees with regard to the status of women and minorities in respect to numbers, types of job, and level of employment will give an idea of the organization's standing as an equal opportunity employer. If a deficiency exists, efforts in searching for new employees should be conducted so that minority groups receive information of available positions. Interviewing teams should be constituted which give representation to women and minority groups, and interviewing procedures developed which reduce as much as possible the personal biases of committee members. Decisions should be made on the basis of: (1) knowledge and experience factors; (2) intellectual factors; (3) motivational factors; and (4) personality factors. Contracts should be the same for all individuals possessing equal qualifications and employed in the same or similar roles within a given institution. Since the individual should be the manager of his/her own career, he/she should examine areas of career advancement such as promotion and educational growth, and career opportunities to ascertain that intramural-recreational sports departments and institutions of higher learning are complying with and promoting affirmative action and equal employment opportunities. An extensive bibliography is included for further reading. (MB)

ED 129 813

SP 010 528

Graham, Peter J.

The Competitive Emphasis of Sport: A Need For Reflection.

Pub Date Jul 76

Note—12p.; Paper presented at the International Congress of Physical Activity Sciences (Quebec City, Quebec, Canada, July 11-16, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Athletic Coaches, *Athletics, Behavior Development, *Educational Administration, Educational Philosophy, Group Behavior, *Individual Development, Performance, Physical Education, Sportsmanship

Identifiers—*Competition, Cooperation, Sport Philosophy, Winning

Competition is evident within all aspects of life, among all types of people, and throughout the recorded history of mankind. Sport as both an educational process and profession is no exception. In recent years, however, the concept of competition has been increasingly subjected to examination by both educators and participants. What is competition? Can competition be used as an educational tool? Is there more than one type of competition? Can competition be abused? Three distinct types of competition have been identified: direct, indirect, and cooperative. Also identified are the problems of inclusion-exclusion, zero-negative-positive sum game theory, and aggression reinforcement. Each form of competition possesses both positive and negative aspects; each

can be used as an educational tool; and each is vulnerable to abuse. Failure to understand the various concepts of competition and their attendant problems may result in the perpetuation of programs premised on a competitive theory that alienates rather than attracts the population to be served. Continued misapplication of competitive theory may lead to further erosion of sport program support, whereas intelligent understanding and careful application may possibly result in structural changes but may also generate new and increased program support. (Author)

ED 129 814 SP 010 529

Ryan, Allan J.

The First Sports Medicine Books in English.

Pub Date Jan 76

Note—17p.; Paper presented at the Convention of the North American Society of Sport History (4th, Eugene, Oregon, June 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletes, *Athletics, Electrical Stimuli, First Aid, Health Books, *History, *Injuries, Medicine, Physical Therapy

Identifiers—*Sport History, *Sports Medicine

The modern history of sports medicine is chronicled in a discussion of the first writings in English on sports medicine. What may have been the first writing in English is a section on first aid in the *ENCYCLOPEDIA OF SPORT*, published in England in 1898. It describes injuries commonly sustained in angling, boxing, cricket, cycling, football, hunting, lawn tennis, mountaineering, rowing, and shooting. Several other books were published in Europe in other languages during the years before the first World War, including the first comprehensive work on sports injuries in a single volume by one author. In 1931, two books on sports medicine appeared in English—*INJURIES AND SPORT*, A GENERAL GUIDE FOR THE PRACTITIONER AND TRAINING, CONDITIONING, AND THE CARE OF INJURIES, *INJURIES AND SPORT* by Charles Brehmer Heald is divided into two parts. The first deals with the process of the repair of injuries, the general principles of diagnosis, first aid, electrotherapeutics, physiotherapeutics, factors modifying recovery, and complications of injuries. He advocates one method of treatment throughout—anodal galvanism, the application of mild direct currents to the injury. The second part of the book deals with the injuries classified according to the body parts affected. Walter Meanwell's book, *TRAINING, CONDITIONING, AND CARE*, is brief, more oriented to training, and not comprehensive in its discussion of injuries. He devotes considerable space to diet, and particularly to debunking many beliefs commonly held by coaches and athletes at the time. In 1939, Dr. August Thordike, Jr., published *ATHLETIC INJURIES: PREVENTION, DIAGNOSIS, AND TREATMENT*, thought by most to be the pioneer publication in the field, in the United States. (MM)

ED 129 815 SP 010 530

Chadwick, Ida F.

Dance: A Catalyst of Religion.

Pub Date 76

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Ancient History, Catharsis, *Dance, Emotional Response, Medieval History, *Mysticism, *Mythology, Priests, *Religion, Social History, *Spontaneous Behavior, Theological Education

Identifiers—Primitive Societies

This paper traces the history of the dance as a religious expression. Dance rituals identifying with a deity predate written history and have persisted in all cultures up to modern times. Individual and group ecstasy induced by dancing enacted man's relationship to God as well as interpreting God to people of widely different cultural backgrounds. The ancient pagan rite of dancing as a religious expression was so deeply ingrained in the human need for vivid and enthusiastic experience that it was carried into the very early Christian church. Gradually, as church organization and authority grew, it became formalized and at length repressed. While spontaneous dancing remains a part of ritualized religion in primitive cultures, with the exception of a few minor cults it is no longer a feature of western religions. Recently, however, interest in the dance incorporated into liturgical worship has revived. It presently takes the form of structured religious interpretation by professional dancers. (JD)

ED 129 816

Barney, Robert Knight

The Allen File: Landmark in Nineteenth Century

American Physical Education.

Pub Date 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American History, *Educational History, *Exercise (Physiology), History, *Physical Education

Identifiers—Allen (Mary), Allen (Nathaniel T), Gymnasitics, Massachusetts

America's approach to physical education and exercise in the schools is reflected in the contributions of two 19th-century physical educators named Allen, one of fairly major importance and one of less importance. Perhaps the most significant contributions to the development of school physical education were made by Nathaniel Topliff Allen at the "Allen School" in West Newton, Massachusetts. The Allen School's undertakings in the areas of exercise and sport reflected the educational practice of its founding fathers—Horace Mann, Cyrus Pierce, and Nathaniel Allen, whose collective wisdom, coupled with the physical presence of Dioclesian Lewis and Catharine Beecher and the interpretations of physical culture expressed by Dr. William A. Alcott, promulgated an educational philosophy that provided a school setting progressive in spirit and liberal in outlook. The Allen School existed for nearly 75 years, during which time it showcased the most progressive, innovative, and educationally sound approaches to the subject of school physical education yet seen in the Western hemisphere. The other Allen in the development of physical education was Mary Allen, the proprietor and director of the Allen School of Gymnasitics in downtown Boston. In noting Miss Allen's system of exercise and her contributions to physical education in nineteenth century Boston, school officials stated that Mary Allen maintained a large and well-appointed gymnasium, where she put into practice a system of gymnastic training having many original and useful features. Others have felt that her gymnastic program was not particularly new or innovative for its time and that it borrowed heavily on the systems of Ling, Dioclesian Lewis, and Delsarte. (MM)

ED 129 817

Barney, Robert Knight

Cowboys and Indians: College Football on the American Frontier — The New Mexico Territory, 1892-1912.

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Symposium of the North American Society for Sport History (3rd, Boston, Massachusetts, April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, *Athletes, Athletic Coaches, Athletics, Changing Attitudes, *Educational History, *Football, Games, *Physical Education

Identifiers—National Collegiate Athletic Association, New Mexico, Sport History

Although the first football games were played by Eastern universities in the United States, there was great enthusiasm for the game in the schools of the far West. In the late 1800's football was played in the Territory of New Mexico with contests between "white" universities and government Indian schools. These games contributed to the development of football, introducing strategic elements for the most part devised by the Indians. Though the game as played in the West was to a large extent the same as the East, innovations were brought to it that were characteristically western in nature. The rough individualism of western society brought color and excitement to the game. Though similar to the English game rugby, football developed its own rules. Eventually the extreme roughness of the game threatened its existence. In the face of this threat the National Collegiate Athletic Association was organized and laid down new rules controlling the brutality of football and forming it into a game emphasizing skills and strategic play. (JD)

ED 129 818

Barney, Robert Knight

Adele Parot: Beacon of the Dioclesian Lewis School of Gymnastic Expression in the American West.

Pub Date May 73

SP 010 531

Note—19p.; Paper presented at the Annual Symposium of the North American Society of Sport History (1st, Ohio State University, Columbus, Ohio, May 26, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American History, *Calisthenics, *Educational History, *Exercise (Physiology), Health Activities, Human Body, *Physical Education, *Physical Fitness, State Legislation, Teacher Education, *Womens Athletics

Identifiers—Lewis (Dioclesian), Parot (Adele), United States (Far West)

In the late 1800's, Dioclesian Lewis developed and introduced into the schools his new concept of physical education. Dr. Lewis thought in terms of preventing illness and maintaining bodily strength and health through physical fitness. His "new gymnastics" were based on programs of exercise movements. Employing light equipment suitable for use by women and children, he created a system of calisthenics centered on the development of flexibility and grace of movement, rather than strength. These gymnastics could be performed in the school room and did not require large areas of space. He founded the Normal Institute for Physical Education in Boston where teachers of physical education were trained. His students spread out through the United States and foreign countries introducing the philosophy of a sound mind in a sound body to students and other teachers. One student of his, Adele Parot, carried his teaching to California. She was instrumental in bringing about California's legislation for mandatory physical education in the state's public schools, the first legislation of its type in the United States. (JD)

ED 129 819

Barney, Robert Knight

Of Rails and Red Stockings: A Vignette on the Extension of Baseball to the American West.

Pub Date Jun 76

Note—17p.; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Athletics, *Baseball, Rail Transportation, Social History

Identifiers—Cincinnati Red Stockings, *Sport History

During its century and a half history, baseball has been given continued impetus by the development of new technologies in communication—the telegraph, the sports page, the radio and television. Perhaps the most important in the initial spread of baseball throughout America was the railroad. The completion of the Union Pacific Railroad in 1869 made possible a western tour by the Cincinnati Red Stockings, during which games were played in St. Louis, San Francisco, Sacramento, and Omaha. The impact of the tour is debatable—it did create a heightened fervor for the sport in the short run, but the overwhelming superiority of the Red Stockings may have slowed the development of baseball competition on the west coast, where sailing, horseracing, billiards, footracing, velocipede riding, and cricket claimed much larger followings. The tour's most prolonged impact may have been in Carson City and Virginia City, Nevada. A baseball rivalry had already grown between these two mining communities and was intensified by the impending arrival of the Red Stockings, invited to play by the Carson City team. However, the Red Stockings traveled straight through to Omaha, and the Carson City team, frustrated but with enthusiasm undampened, was left to continue its local rivalry with Virginia City. (MB)

ED 129 820

Ladd, Wayne

The Non-Adult Participation Program in Detroit Public School Athletics, 1928-1931.

Pub Date 19 Jun 76

Note—22p.; Paper presented to the North American Society for Sport History Annual Convention (4th, Eugene, Oregon, June 19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletic Coaches, *Athletics, Behavior Development, *Educational Philosophy, Individual Development, *Self Directed Groups, Social History, Student Participation, *Student Responsibility, Teamwork

Identifiers—*Blanchard (Vaughn), Competition, Michigan (Detroit), Noncoaching Athletic Programs, *Sport Philosophy, Winning

During the early decades of the twentieth century, there was a gradual shift from educational sports as a forum for non-risk individual participation to team and coach-centered endeavors where an emphasis on winning existed. That shift reflected social changes in the United States as American society itself became highly structured and organized for efficiency during the 1920's and 1930's. In the 1920's, the Detroit school system, under the direction of Vaughn Blanchard, introduced a program of non-adult participation in athletic events. That is, during an athletic contest, students organized, played, and managed the event. No adult was allowed to participate in any phase of the contest except officiating. The attempt to implement the non-adult rule in Detroit demonstrates the efforts of Blanchard and other reformers to return the control of athletic events to the students. Yet, the idealistic program failed in Detroit after a four-year trial. The general public, players, and especially the coaches were not prepared for such an innovative concept. In this instance, the press played a major role in establishing educational policy. Also detrimental was Blanchard's inability to communicate the rationale for the program to the athletic consumers. Had that plan worked, students would have entered the mainstream of decision-making by controlling their own affairs. This would have indicated that the program of inter-school athletics was not a social agent transmitting the culture surrounding it. Yet the program was rejected, indicating that interscholastic athletics was an agency for the integration of the whole of the culture. (Author)

ED 129 821 SP 010 537

Ballou, Ralph B.

Sports, Physical Activity and Recreation in Early American History.

Pub Date Apr 76

Note—11p.; Paper presented at a meeting of the National Association for Sport and Physical Education, American Alliance for Health, Physical Education, and Recreation (Milwaukee, Wisconsin, April, 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Archery, *Athletics, Baseball, *Colonial History (United States), *Games, Golf, *Physical Activities, Swimming, *United States History

Identifiers—Bowling: Ice Skating, Sport History
Sports and physical recreation activities have been part of American life since the days of the early settlers. Although the settlers were faced with problems of survival, accounts of life in the colonies in the 1600's carry mention of bowling in the streets, play with bows and arrows, and ice skating. Other activities to gain popularity before 1800 include snowball throwing, baseball, dancing, golf, cricket, sailing, wrestling, bathing (but not swimming), angling, and horseracing. (MM)

ED 129 822 SP 010 538

Mutimer, Brian T. P.

Women—Sex Objects in Ancient Egypt.

Pub Date Jun 76

Note—6p.; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 16-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ancient History, Dance, *Females, Games, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Discrimination, *Womens Studies

Identifiers—*Egypt

Although it has been said that the women in Ancient Egypt enjoyed a reasonable state of social and professional equality with men, this paper presents an alternate theory—that women were second-class citizens whose physical prowess was secondary to their role as sex objects. It appears that men and women in Ancient Egypt often participated in the same activities. Women, however, seem always to have been a few steps behind. Pharaohs kept hundreds of young girls, yet there is no record of queens keeping young men. Records indicate that when families went fishing, the man pulled in the fish, while the woman supported his efforts. It is suggested that men had control over tomb-painting and writing, the two most valuable stores of information on the nature of women's role in the society. This may account for the high proportion of illustrations showing women in sex-object roles. (MM)

ED 129 823

SP 010 539

Albertson, Roxanne M.

The 1831 Athletic Controversy: New England Educators' Dilemma.

Pub Date Jun 76

Note—26p.; Paper presented at the Annual Conference of the North American Society of Sport History (4th, Eugene, Oregon, June 16-19, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American History, Athletics, *Child Labor, *Educational History, Games, Leisure Time, *Moral Development, Personality Development, *Physical Education, *Physical Recreation Programs, *Playground Activities, Social History, Unskilled Occupations, Values

Identifiers—American Institute of Instruction
On August 26, 1831, educators attending a meeting of the American Institute of Instruction confirmed the need for physical exercise in schools, but wanted to determine what type of exercise program would be invigorating, utilitarian, interesting, and provide moral development. Advocates of manual labor programs stressed that physical labor provided serviceable and healthy exercise and aided in forming habits of industry. Few school labor programs in New England remained in existence for more than two seasons because they were financially unprofitable and drudgery for students. During the early 19th century children's recess activities included games and sports. Though rough-and-tumble activities near buildings were prohibited, school windows were broken and passing townspeople disrupted. Educators were seeking methods of controlling recess games, plus increasing moral development experiences. If games and sports could provide moral development opportunities, they would be considered of educational merit. The educational merits of sports have been debated throughout American history. This early athletic debate focused interest on games and sports as possible physical education activities. (Author/JD)

ED 129 824

SP 010 541

Papers on the National Health Guidelines: Baselines for Setting Health Goals and Standards.

Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No.—DHEW-HRA-76-640

Pub Date Sep 76

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.55)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Health, Futures (of Society), Health Personnel, Health Programs, Health Services, *National Programs, Objectives, *Planning, *Public Health, *Public Health Legislation

Identifiers—National Health Planning Resources Development Act

This is the first of several publications which bring together staff papers and resource materials relating to the National Guidelines for Health Planning called for by the National Health Planning and Resources Development Act of 1974. In preparing for the guidelines, the Public Health Service commissioned a number of analytical papers and studies—this monograph is a selection of those materials. It sets forth the historical and legislative background for goal setting and presents baseline information on health status, utilization, and expenditures in general and specific terms. The monograph is addressed to community leaders and professionals engaged in the development of health goals and standards for their own areas and states and to other providers and consumers of health services who are concerned with health issues. (MM)

ED 129 825

SP 010 542

McGuire, Raymond Mueller, Pat

Bibliography of References for Intramural and Recreational Sports.

Pub Date Sep 75

Note—101p.

Available from—Leisure Press, P.O. Box 452, Cornwall, New York 12518 (No price quoted)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Athletic Equipment, Athletic Programs, Athletics, Awards, *Bibliographies, *Intramural Athletic Programs, Physical Education, Physical Education Facilities, Physical Fitness, *Physical Recreation Programs

This bibliography lists and indexes (under 32 terms) 1,596 articles that relate to the administration of intramural and recreational sports programs. The basic listing is current through August 1975. (MM)

ED 129 826

SP 010 543

Zeigler, Earle F.

A Metaethical Analysis of "Work" and "Play" as Related to North American Sport.

Pub Date Oct 76

Note—26p.; Paper presented at the Annual Meeting of the Philosophic Society for the Study of Sport (6th, Hartford, Connecticut, October 21-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Athletics, Educational History, *Educational Philosophy, *Ethics, Leisure Time, *Physical Education, Recreation, *Semantics, Social Change, *Social Values, Socioeconomic Influences

The main consideration involves several sub-problems. (1) The fundamental terms (work, play, freedom, constraint, amateur, professional, sport, athletics) are generally used in a sharply dichotomized way. However, they can, and perhaps should, be understood as part of a definitional continuum. (2) The status of sport and athletics in education is faced with the problem of so-called amateur, semiprofessional, and professional sport—defined in terms of money rather than, as it should be, as a logical progression of proficiency. (3) This problem of status is related to society as a whole. The concept of work is exalted and play is viewed as frivolous refreshment from worthwhile toil. This is not difficult to understand how the dichotomy of work—play has arisen. (4) Our language downgrades that which we seek in the "good life"—work is viewed as superior to play, whereas actually they are equal and overlapping. Modifying our concepts of work, play, amateur, and professional would probably have a positive influence on the pattern of North American sport and athletics. A final conclusion is justifiable: the concepts of work and play should be modified so that a continuum is recognized between them and the concept of "art" is established as a middle ground. So also with the terms, amateur, professional, and semiprofessional. Identifying the language ailment will help with treatment and cure. A bibliography of 45 documents for further reading is included. (MB)

ED 129 827

SP 010 544

Eisen, George

The Role of Women in Ancient Fertility Cults and the Origin of Sports.

Pub Date Jun 76

Note—11p.; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 16-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ancient History, *Athletics, Dance, *Mythology, *Religious Factors, Social History, Womens Athletics, *Womens Studies

Identifiers—Agricultural Cults, *Fertility Cults, Sport History

Sports historians have developed a general understanding that the origins of sports activities lie rooted in the cults of antiquity. More specifically, it can be seen that ancient religious customs and festivals in honor of fertility goddesses were transformed into sports activities in which women figured prominently. Throughout the Mediterranean basin, cults of the Earth Mother (Magna Mater, Gaia, Isis, Demeter) were closely associated with fertility and agriculture. Festivals held in honor of these goddesses involved singing, acrobatic dancing, and racing. Women, as devotees of these deities, were the major participants in bare-foot fertility races, ball games, and cult rituals, which later developed into nonreligious folk games. It would thus seem that women's contributions to the development of sports and games were more important than previously acknowledged by scholars. (MB)

ED 129 828

SP 010 545

Salter, Michael A.

The Indian Athlete: Exploiting or Exploited?

Pub Date Jun 76

Note—19p.; Paper presented at the Annual Convention of the North American Society of Sport History (4th, Eugene, Oregon, June 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, *Athletes, Athletics, *History, Race, *Racial Factors, *Sportsmanship, Values
Identifiers—*Canadian Indians, *Lacrosse

It is the purpose of this paper to examine the nineteenth century Canadian Indian lacrosse player to determine whether or not he was exploited by his European counterparts, and if so, the manner in which this exploitation occurred. Caucasian lacrosse enthusiasts sought to promote "their" game by arranging for Indian demonstrations to be staged prior to, or during, important lacrosse tournaments; as a part of fund raising ventures; and in the presence of various dignitaries and members of royalty. The colorfulness of the native and the uniqueness of his game were deliberately used to promote the Dominion abroad and to foster nationalism at home. The native athlete, in return for services rendered, received remuneration in one form or another. While the amounts may not have been substantial, they found a welcome place in the native coffer. While there were obviously some short term pay-offs for the Indian, in the long haul it was the European who stood to gain the most from native involvement in lacrosse. The white man reaped, for as long as possible, whatever dividends he was able, by exploiting the skills of the Indian on the playing field and his salability at the box-office. (Author/JD)

ED 129 829 SP 010 546
Zeigler, Earle F.

The Future as History in Sport and Physical Education.

Pub Date Jun 76

Note—30p.; Paper presented at the Annual Meeting of the Philosophic Society for the Study of Sport (Eugene, Oregon, June 17, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, *Athletics, *Futures (of Society), History, *Philosophy, *Physical Education, Social History, *Social Influences, Social Problems

Identifiers—Heilbroner (Robert L.)

The contention that the future of sport and physical education can be shaped by its history is the foundation of this discussion. The paper begins with a brief mention of six social forces at work and ten concomitant professional concerns. It then presents Heilbroner's concept of the future as history; discusses the idea of progress; suggests some implications for sport and physical education based on Heilbroner's concept; discusses the concept of progress in relation to the United States and the American dream; and, finally, draws several conclusions. The social forces and professional concerns enumerated are viewed by the author as 16 persistent historical problems facing the field of sport and physical education. How society copes with these problems will determine whether sport and physical education will serve this culture in a socially useful capacity or whether they will develop into symptoms and causes of the society's eventual downfall. Heilbroner's concept of the future as history alerts us to the possibility that Americans have a seemingly blind philosophy of history that has flaws and malfunctions that were not foreseen. Considering the future as history, individuals and the society as a whole can work to realize a "North American Dream" in a world setting—sport and physical activity under highly professional leadership can be a powerful social force in realizing that dream. (MM)

ED 129 830 SP 010 547
Aiken, Margaret H.

Play Environment for Children: Play Space, Improved Equipment, and Facilities. Designed for Children Series.

Pub Date 72

Note—186p.

Available from—Educational Designs and Consultants, 3259 North Shore Road, Bellingham, Washington (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletic Equipment, Athletic Fields, *Elementary Education, Games, *Physical Education, *Physical Education Facilities, Play, Playground Activities, *Playgrounds, Preschool Children, *Recreational Facilities, Student Centered Curriculum

Identifiers—Movement Education

This resource book provides recommendations for constructing facilities for elementary school physical education programs and suggests equip-

ment requirements for teaching child-centered physical education. It was written to increase the awareness of the need for improved play and movement experiences for children. Principals, elementary physical education specialists, physical education and preschool supervisors, planners, parents, and classroom teachers may gain new ideas about the kind of facilities and equipment that foster creative activity programs for children. The first chapter introduces the reader to the physical education program for the elementary school age child, and on the basis of the program needs, general suggestions for indoor and outdoor play areas and ancillary physical education equipment and facilities are recommended. Suggestions for the construction of handmade and improvised equipment are included, and commercial sources from which the school district can purchase supplies or obtain information about facilities and equipment are listed. Plans for play areas and descriptions of the types of facilities recommended for preschool, primary, and intermediate levels are offered, as well as recommendations for locations for these spaces in relation to each other and other school structures. A selected bibliography for equipment and facilities for preschool and elementary school physical education programs is included. (MM)

ED 129 831 SP 010 548
Ozols, U. Keeves, J. P.

Concerning Leisure. IEA (Australia) Report 1975: 3.

International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Oct 75

Note—142p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Adolescence, *Behavior Patterns, Individual Development, *Leisure Time, Peer Acceptance, Recreation, *Recreational Activities, Social Attitudes, *Social Status, Social Values

Identifiers—Australia

The main purpose of this report is to provide guidelines for a study on educating for leisure. The authors proceed on the theory that to understand fully the leisure time activities of individuals it is necessary to take into consideration their whole life of home circumstances, work, and schooling and examine this in relation to their recreational pursuits. The study is confined to the adolescent and young adult years. It examines the attitudes and activities of men and women, persons of different class and economic status, those who left school at an early age and those who continued their schooling through the secondary level. The influence of school, home, peers, and work situations upon choice of leisure activity is determined through the use of questionnaires and interviews. While a broad general study of the teen-age population was made, the major concentration was upon those in lower income groups. To conduct an indepth analysis of this group, a four-year study was made of selected individuals. Beginning with these boys and girls at the age of 14, the researchers followed their development to the age of 18. These case studies clearly reveal attitudes formed by their society and point up the fact that little or no help was given to them in the matter of satisfying use of leisure hours. The recommendation of this report is that further research into this problem is called for, and that based upon this research the establishment of youth resource centers to provide guidance on work, leisure, and continuing education would serve the needs of the young community. (JD)

ED 129 832 SP 010 549
Evans, Doug

"Oh, Chute?" A Fully Illustrated Booklet of Parachute Activities for Fun and Fitness.

Pub Date 71

Note—14p.

Available from—Fun and Fitness, 701 East 38th Street, Sioux Falls, South Dakota 57105 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Athletic Equipment, Athletics, Elementary Education, *Exercise (Physiology), Games, *Physical Education, *Physical Fitness, Physical Health, *Sportsmanship, *Teamwork

Identifiers—*Parachutes

Exercise and games performed with a parachute are outlined in this booklet. At school the parachute can be used on the playground or in the gymnasium. It may be used to teach locomotor and fundamental movements; to develop rhythm, coordination, and physical fitness; and encourage creative play. This activity is designed for groups, enhancing teamwork and group cooperation and providing dynamic exercise. Exercises and games are detailed and fully illustrated. Specific terminology for parachute performance is defined. (JD)

ED 129 833 SP 010 550
Barth, Herbert And Others

Building a Creative Playground: A Community, School, PTA Project. Designed for Children Series.

Pub Date 74

Note—28p.

Available from—Educational Design and Consultants, 3259 North Shore Road, Bellingham, Washington 98225 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Creative Activities, Equipment, Parent School Relationship, *Playgrounds, *School Community Cooperation, *School Community Programs

Identifiers—Parkview Creative Playground, Washington (Bellingham)

This book summarizes the experiences of those involved in the development and construction of the Parkview Creative Playground, Bellingham, Washington, in the form of a step-by-step guide outlining their activities and strategies. Areas discussed include: definition of a creative playground; determining the need for a creative playground; ideas for convincing others of the need for a creative playground; getting support from the principal; getting support from the PTA; approaching the board of education; preparing models of the proposed playground equipment; scrounging for building materials; technical advice on the construction of the playground equipment; and ten points to consider before embarking upon construction. The appendix offers instructions for the building and planning of the playground. (MM)

ED 129 834 SP 010 551
Docherty, David

Education Through the Dance Experience. Designed for Children Series.

Pub Date 75

Note—128p.

Available from—Educational Designs and Consultants, 3259 North Shore Road, Bellingham, Washington 98225 (No price quoted)

Document Not Available from EDRS.

Descriptors—Body Image, *Creative Activities, Creative Development, *Creative Expression, *Creative Teaching, *Dance, Elementary Education, Human Body, Integrated Curriculum, Kinesthetic Perception, Self Expression, Space Orientation

Identifiers—*Creative Dance, Laban (Rudolf), Labanotation, *Movement Education

This text presents a creative, child-centered approach to the teaching of dance in the elementary school based on the theories and methods of Rudolf Laban and Joyce Boorman. The content area of dance is briefly described so that the practical experiences presented later in the text can be viewed in perspective. Dance experiences are presented that facilitate the development of movement vocabulary and that are pertinent to the psychological, physiological, age and sex characteristics of the children. In particular, lessons are designed to expose children to themes involving effort (weight, time, space, and flow), spatial directions and patterns, and group relationships. Sample lessons are based on the content and ideas expressed in previous chapters and involve: statement of the lesson's emphasis; explanation of direct task (movement experience); refinement of task; elaboration of task; exploration beyond task; and return to the original direct task. Suggestions are made for the teacher's body movement and vocal commands, and the length of time to be spent on each task. Lessons are graded one through six. Music, themes, props, and poetry are discussed with recommendations and cautions for their use in the movement experiences. Appendixes list action words that stimulate movement activity, and music and poetry references. (MM)

TM

ED 129 835 TM 005 233

Bergsten, Jane W.

Sample Design and Data Collection: National Study of the Upward Bound Program.
Research Triangle Inst., Durham, N.C.

Pub Date Apr 76

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 121 994 and ED 121 995

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, *Compensatory Education Programs, *Data Collection, Dropout Rate, High School Students, Low Income Groups, Program Effectiveness, *Program Evaluation, Questionnaires, *Research Design, *Sampling, School Holding Power, *Secondary Education

Identifiers—*Upward Bound

The Research Triangle conducted an evaluation study of the Upward Bound Program, a nationwide program funded by the U.S. Office of Education to help selected low-income high school students prepare for and enter post secondary education. This paper describes the sample design and selection procedures used in selecting a sample of Upward Bound students and a sample of comparison students for the study. A multistage probability sample design was used. In addition, data collection procedures, which included questionnaire administration, mail queries and telephone followups, are described. (Author/BW)

ED 129 836 TM 005 441

Bielby, William T. Kluegel, James R.

Simultaneous Statistical Inference and Statistical Power in Survey Research Applications of the General Linear Model. Discussion Papers 326-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-326-75

Pub Date Jan 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, *Hypothesis Testing, Mathematical Models, *Social Science Research, *Statistical Analysis, Statistical Surveys, *Surveys, Tests of Significance

Identifiers—General Linear Model, *Statistical Inference, *Statistical Power, Type I Error

Neglected issues of simultaneous statistical inference and statistical power in survey research applications of the general linear model are reviewed, and it was found that classical hypothesis testing as it is currently applied, is inadequate for the purposes of social research. The intelligent use of statistical inference demands control over the overall level of Type I error and knowledge of the magnitude of effects one is likely to detect. Techniques are suggested that can be used to routinely incorporate considerations of simultaneous inference and power into statistical analysis of survey data. Several examples of applications of these techniques are presented. (RC)

ED 129 837 TM 005 447

Canadore Comprehensive Achievement Monitoring (CAM) Mathematics: An Introduction & Overview.

Canadore Coll., North Bay (Ontario).

Note—124p.; Prepared by Continuing Education Division; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Achievement Tests, Cognitive Objectives, Curriculum Development, Curriculum Evaluation, *Educational Objectives, Electronic Data Processing, Elementary School Mathematics, *Elementary Secondary Education, Individualized Curriculum, *Individualized Programs, *Mathematics, Multiple Choice Tests, Post Testing, Pretests, Screening Tests, Secondary School Mathematics, Student Placement, Student Testing, *Test Construction

Identifiers—CAM, *Comprehensive Achievement Monitoring, Learning Individualized for Canadians

Three tests were developed in the Canadore Comprehensive Achievement Monitoring (CAM) project in the area of mathematics. The Canadore

CAM Monitoring Tests were used to obtain an estimate of knowledge of objectives on a preinstruction, postinstruction and retention basis. The Math Survey Tests were used to place a student at the appropriate point within the math curriculum. The Math Block Mastery Tests were developed to allow for a pretest, posttest and interim test within each study block. In order to construct these tests, content topics were identified, then further defined by curriculum level. Since in an individualized program, it is necessary for some sort of objectives to be written so that students can ascertain the immediate goal of their study, Generic Objectives were developed for each content topic at each curriculum level. Each Generic Objective indicates the stimulus, how the information is received by the student, the general operation and the component operation on, and the output expected from the student. Five test items were written for each of the Generic Objectives. For each kind of test, items were randomly selected to cover the appropriate Generic Objectives. (BW)

ED 129 838 TM 005 452

Karmos, Ann H. Karmos, Joseph S.

The Sliding Person Test—A Non-Verbal Measure of Self-Esteem.

Pub Date [Apr 76]

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Counseling, Elementary Secondary Education, Emotional Adjustment, Higher Education, *Nonverbal Tests, Personality Assessment, *Personality Tests, Predictive Ability (Testing), Q Sort, Self Actualization, *Self Esteem, Self Evaluation, Statistical Analysis, *Test Validity

Identifiers—*Sliding Person Test, SPERT

The Sliding Person Test (SPERT) is a nonverbal measure of self-ideal discrepancy. The original test was a wooden manipulative which Joseph S. Karmos designed in order to pursue the 1962 conclusions of John Shlien, that even at a high level of abstraction, self-esteem is not without and it is more related to the unique and personal items which an individual consciously uses to describe himself than to the conventional concrete items which are usually intended for groups of people. Informal use in classrooms from kindergarten to high school levels indicated its potential value as a counseling tool. Evidence of convergent and discriminant validity of a pencil and paper version of SPERT was found in a study of 200 college students. Contrary to expectations, a U-shaped relationship was found between SPERT discrepancy and emotional adjustment. Highly self-accepting individuals with large self-ideal self discrepancies scored higher on measures of adjustment and social desirability, lower on a measure of anxiety than did less highly self-accepting individuals with large discrepancies. (Author/BW)

ED 129 839 TM 005 455

Oldefendt, Susan J.

Scoring Instrumental and Vocal Musical Performances.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date [Apr 76]

Note—12p.; Paper presented at the Annual Convention of the National Council on Measurement in Education (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Examiners, *Music, *National Surveys, *Performance, *Scoring, Skill Analysis, *Test Construction, Testing, Training Techniques, Vocal Music, Young Adults

Identifiers—National Assessment of Educational Progress, *National Assessment of Music

The first National Assessment of Music, conducted in 1971-72, measured the knowledge, skills, and attitudes of 9 year olds, 13 year olds, 17 year olds, and young adults, resulting in estimates of proportions of people in the population who have certain attitudes toward music, knowledge about music terminology, notation and history, and musical performance skills. For the

assessment of performance skills, new types of exercises and administration procedures were designed, and scoring criteria for the variety of performance tasks were developed. Standard instructions were given at all levels, and responses were recorded so they could be evaluated and scored later by trained music educators. The scorers counted errors in completeness, pitch, and rhythm, and the summary of these was the score for overall quality. In each category, the error rate determined whether a performance was "markedly deficient" or not. This development of methodologies for constructing items and scoring criteria for measuring musical performance skills across a wide range of abilities in the population was a pioneer effect. (BW)

ED 129 840 TM 005 459

Forster, Fred

The Rasch Item Characteristic Curve and Actual Item Performance.

Pub Date 12 Apr 76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Goodness of Fit, *Item Analysis, *Mathematical Models, *Probability

Identifiers—*Rasch Item Characteristic Curve, Rasch Model

Various factors which influence the relationship between the Rasch item characteristic curve and the actual performance of an item are identified. The Rasch item characteristic curve is a new concept in test design and analysis. The Rasch test model provides information concerning the percent of students with a specified achievement level who would be expected to correctly answer a question with a specified difficulty. Using this information, it is possible to make a continuous plot of the expected percent correct across the full range of achievement. This plot constitutes the Rasch item characteristic curve. From the data gathered in this study it appears that using a minimum score group size of three to five students, a refined fit cutoff of .05 to .10 are optimum. Future research will be directed toward cross validating these findings. (Author/RC)

ED 129 841 TM 005 460

Frick, Ted

Application of SIGGS to Project PRIME: A General Systems Approach to Evaluation of Mainstreaming.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Div. of Research.

Pub Date [Apr 76]

Grant—300-76-0032

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cybernetics, Deductive Methods, Educable Mentally Handicapped, Environmental Influences, *Evaluation Methods, Inductive Methods, Information Theory, Interaction, Learning Disabilities, *Models, *Regular Class Placement, *Research Methodology, Set Theory, Statistical Analysis, *Systems Approach, Systems Concepts, Teacher Influence

Identifiers—Digraph Theory, *Indiana Behavior Management System II, Programmed Reentry Into Mainstream Education, Project PRIME, *Set Information Graph General Systems Theory, SIGGS

The use of the systems approach in educational inquiry is not new, and the models of input/output, input/process/product, and cybernetic systems have been widely used. The general systems model is an extension of all these, adding the dimension of environmental influence on the system as well as system influence on the environment. However, if the theory model is changed, traditional statistical procedures may no longer be applicable and other methods should be used. The Set, Information, Graph, and General System Model (SIGGS) is a further extension of general systems in that set theory, information theory, and digraph theory are used as models to extend general systems theory. This paper further discusses the application of the SIGGS model and information statistics to the Indiana Behavior

Management Systems (IBMS), an observation system concerned with teacher management of off task, deviant learner behavior, which was used in an evaluation of Programmed Reentry (of mildly handicapped children) Into Mainstream Education (Project PRIME). (BW)

ED 129 842 TM 005 461
Hurt, Maure

Dangers in Required Comparability.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [Apr 76]

Contract—HEW-105-76-1120

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, *Research Design, *Research Methodology, *Research Needs, *Research Problems

A number of recommendations are set forth with the purpose of moving toward greater comparability of research results and more efficient accumulation of knowledge. These recommendations include more precise definitions of variables and samples, the inclusion of marker variables, and a review of the literature to plan alignment of new studies with old. Each of these recommendations is worthy of consideration and balanced implementation. Balanced implementation is the key, however. Excessive zeal in forcing any of these recommendations into regulations would seriously hinder the freedom of the researcher to explore and in the final analysis, be counter productive. (Author/RC)

ED 129 843 TM 005 463
Swanson, Austin D.

A Study of the Characteristics of School Outliers.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Achievement Rating, Analysis of Variance, Demography, Elementary Education, *Elementary Schools, Multiple Regression Analysis, *Performance Factors, Private Schools, *Program Effectiveness, Public Schools, Resource Allocations, Socioeconomic Background, *Statistical Analysis

Identifiers—*outliers

Multiple regression studies of schools are capable of detecting only "average" effect. A basic assumption of such studies is that all schools are functioning within the parameters of a given educational technology and that differences in output can be attributed to different levels of input. With decentralized decision making characteristics of public elementary and secondary education, it is entirely possible that some schools are functioning within totally different parameters than are the bulk of schools. If these "different" schools are small in number, their effect would be lost in a multiple regression analysis. Using data of the public elementary schools in New York State, regression analysis was used to identify outlier schools, socioeconomic characteristics being the independent variables and average pupil achievement being the dependent variable. Schools with an unusually large residual score were considered outliers, and were compared with other schools using analysis of variance. Both positive and negative outliers tended to be small innovative schools, but the positive achievers were different with respect to resource applications in a direction which supports conventional wisdom about quality schools. The paper concludes by discussing the implications for future research. (BW)

ED 129 844 TM 005 464
Clark, Woodrow W., Jr. Beers, C. David

Ethical Considerations in the Anthropological Evaluation of Educational Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Contract—OEC-0-73-5256

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Confidentiality, Data Collection, *Educational Anthropology, Ethical Values, *Ethics, Evaluation, *Evaluation Methods, Field Interviews, Field Studies, *Group Discussion, Longitudinal Studies, *Program Evaluation, *Research Methodology, Research Utilization, Self Evaluation

Identifiers—Project Follow Through, Right of Access

In placing the issue of the ethics of using anthropological methods for educational evaluation in the context of scientism, anthropology and other social sciences are viewed as being in part either qualitative or quantitative. Furthermore, the difference between research and evaluation places the ethnographer in another position in relationship to those studied. Two basic categories of ethical considerations are discussed: data gathering, including loyalty and employment of the field worker, methodology, and confidentiality; and the results of data collection, including the right of review, dissemination of findings, and impact of the data. In Section B, entitled "The Interaction of Ethics and Method," some of the ethical issues involved in designing a research methodology are dealt with. Comments are based on the experience of studying Project Follow Through using a group interview technique. (BW)

ED 129 845 95 TM 005 465

Kester, Ralph J.

Evaluating the Process of Educational Change: A Method.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitudes, *Change Strategies, Data Collection, Demography, *Educational Change, Educational Innovation, *Evaluation Methods, Interaction, Occupational Guidance, Secondary Education, Social Change, *Surveys, Teacher Attitudes, Theories

Response to change in educational institutions requires information about influential factors. The conceptual framework which guided this study views the process of change in three basic phases. First, there is an antecedent phase which necessitates the coming together of an advocate with an innovation designed for some set of consumers. Once these conditions are in existence, the process of change enters an interactive phase in which advocates and consumers communicate about the content of the innovation. The third phase, the consequent or impact phase, really overlaps the interactive phase and consists of the effects or consequences of the interactive phase. This paper reports the development and results of a survey technique to gain information on the response to an innovation in six high schools. Data was gathered three times over a year's time. The analysis revealed that involvement in, attitudes toward, and expectations for the innovation varied over time and among sites. Respondents of black ethnic origin were also shown to be more involved and more positive than their white colleagues. This information was useful to developers and users in their attempt to respond to the change. (Author/BW)

ED 129 846 TM 005 466
Haladyna, Thomas M.

The Quality of Domain-Referenced Test Items.

Pub Date [Apr 76]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Item Analysis, *Statistical Analysis

Identifiers—*Domain Referenced Tests

The objectives of this study were to first determine whether or not the empirical item analysis of domain referenced tests (DR) was justified; and second, in the event that it was, which of a set of recommended procedures was most effective for determining item quality. The analysis that followed led to the conclusion that empirical procedures were highly desirable. When these empirical procedures were applied to test data, the results indicated that four different techniques provided almost identical information:

Rasch statistics, instructional sensitivity indexes, traditional statistics, and Bayesian indexes. Based on these results, it would seem that any one of these four would serve adequately. (Author/RC)

ED 129 847 TM 005 467

Koffler, Stephen L.

An Evaluation and Comparison of Discrimination Procedures for Certain Types of Non-Normal Distributions.

Pub Date [Apr 76]

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Classification, *Comparative Analysis, *Discriminant Analysis, Hypothesis Testing, *Non-parametric Statistics, Observation, Probability, *Statistical Analysis

Identifiers—Density Estimators, Linear Discriminant Function, Monte Carlo Methods, Nearest Neighbor with Probability Blocks, Quadratic Discriminant Function

The power of the classical Linear Discriminant Function (LDF) is compared, using Monte Carlo techniques with five other procedures for classifying observations from certain non-normal distributions. The alternative procedures considered are the Quadratic Discriminant Function, a Nearest Neighbor Procedure with Probability Blocks, and three density estimators. Comparisons of misclassifications are examined for varying sample sizes for two and three dimensional models. Three types of distributions are considered: finite range (Logit Normal), semi-infinite range (Log Normal), and infinite range (Inverse Hyperbolic Sine Normal). Results indicate that certain alternatives to the LDF classify observations correctly in a greater proportion than does the LDF for non-normal data, and that different procedures are best for different types of non-normality. (Author)

ED 129 848 TM 005 468

Alvir, Howard P.

Sample Tools and Conceptualizations With Which to Develop an Evaluation Design for Vocational Occupational Technical Education (VOTE) Programs for the Deaf.

Pub Date 23 Mar 76

Note—62p.

Available from—H. P. Alvir, 27 Norwood Street, Albany, New York 12203 (on loan)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Daily Living Skills, Data Collection, *Deaf Education, *Evaluation Methods, Job Skills, *Measurement Techniques, *Program Evaluation, Questionnaires, Student Ability, Student Needs, *Technical Education, *Vocational Education

Sample materials for evaluating programs for occupational education of the deaf are gathered here. They include specific products of the evaluation design, sample procedures and forms with which to obtain these products, and sample evaluation instrument questions. These materials center around four guidelines for evaluation of programs: (1) gather data impartially and objectively; (2) present the results of data gathering in terms of consistent patterns verified from a variety of sampling populations; (3) stress the full implications of each conclusion; and (4) treat the deaf programs as any other programs in order to insure generalizable results. (BW)

ED 129 849 TM 005 469

Morgan, Penelope And Others

It's the Metric That Counts; or, Criterion Referenced Schizophrenia.

Pub Date [Apr 76]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Materials, *Criterion Referenced Tests, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Program Evaluation, Test Construction, *Test Reviews, Test Selection

Fourteen criteria used to evaluate criterion referenced tests were assigned two sets of weights reflecting the characteristics of tests designed as a classroom resource or for program evaluation. Twenty eight currently available criterion

referenced tests were rated against the criteria using each set of weights. A comparison of the scores obtained with each weighting system yielded significant differences. The findings of this study support the view that the same criteria cannot be used for all purposes and that therefore, a criterion referenced test must be developed, validated, and evaluated in terms of the purpose for which it is intended. (Author/BW)

ED 129 850 TM 005 470

Landa, Suzanne

CAAPM: Computer-Aided Admissible Probability Measurement on PLATO IV.

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects

Agency (DOD), Washington, D.C.

Report No.—R-1721-ARPA

Pub Date Mar 76

Contract—DAHC 15-73-C-0181

Note—49p.

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (ARPA Order No. 189-1, \$3.00).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Computer Oriented Programs, *Confidence Testing, Multiple Choice Tests, On Line Systems, Probability, Response Style (Tests), *Test Construction, *Testing, Test Validity, *Test Wiseness

Identifiers—*Admissible Probability Testing, *PLATO IV., Programmed Logic for Automatic Teaching Operations

Instructions are provided on how to create and take computer aided admissible probability measurement (CAAPM) tests using programs available on PLATO IV. Admissible probability measurement is a testing procedure that permits a user to express a degree of uncertainty as to the correctness of alternative answers. Section II describes PLATO IV, an interactive computer based education system on which CAAPM resides. Section III presents a tutorial for students on how to take CAAPM tests, and Section IV tells instructors how to create CAAPM tests on the PLATO IV system. Section V discusses recommended extensions to CAAPM, such as the use of slides, touch panels, and random access audio devices which could enhance the testing capabilities of the system. Student data collection and analysis could also be added. (Author/BW)

ED 129 851 TM 005 471

Crew, John L., Jr. Whitney, Edward N.

Criterion/Objective Referenced Testing: Usages in Some Member Systems of the Council of the Great City Schools.

Pub Date [Apr 76]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, Questionnaires, *School Systems, Statistical Analysis, *Surveys

To gather some information about the extent of utilization of criterion-objective referenced tests, a survey was conducted among the 27 member school systems of the Council of the Great City Schools. The questionnaire was developed to solicit information in the following five areas: (1) local use of criterion-objective referenced tests; (2) research and evaluation activities related to locally-developed criterion-objective referenced tests; (3) the tendency to compare locally-developed criterion-objective referenced tests with other school systems; (4) the tendency to request other school systems to share their respective developments in the area of criterion-objective referenced tests; and (5) the inclination of teachers to use criterion-objective referenced tests in their instructional activities. The major finding was the indication of considerable interest and usage of criterion-objective referenced testing in the member systems. An examination of the individual items revealed that there is generally limited understanding on the part of classroom teachers, and that little attention is given to the technical characteristics of these tests, such as reliability, validity, and item analyses. (Author/RC)

ED 129 852 TM 005 472

Grandy, Jerilee Shea, Walter M.

The CLEP General Examinations in American Colleges and Universities.

Educational Testing Service, Princeton, N.J.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date Dec 75

Note—24p.; Appendices may not reproduce well due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Credits, Colleges, Cutting Scores, *Equivalency Tests, *Higher Education, Institutional Research, Policy, Questionnaires, *Surveys

Identifiers—*CLEP General Examinations, College Level Examination Program

In the spring of 1975, a total of 634 colleges and universities were surveyed to determine the institutions' use of the College Level Examination Program (CLEP) General Examinations to award credit. Of the total, 535 institutions completed and returned usable questionnaires. This report presents a full account of the survey and its findings. Some of the principal findings are: (1) a majority of the CLEP-user institutions permit any student to earn credit through the General Examinations provided he or she is enrolled in the institution; (2) most of the students who receive such credit are full-time students; (3) credit is most often used to satisfy a course requirement, and less frequently applied to area or distribution requirements without particular course designation; (4) on the average, three-fourths of the students submitting scores receive credit in some area. Of the total number of scores submitted, about 60 percent are passing; (5) institutions that have conducted research on the use of the General Examinations have found that the grades of students who receive credit tend to be equal to or better than the grades of other students; and (6) a small percentage of the institutions reported encountering difficulties in dealing with both CLEP scores and the College Board's Advanced Placement Examination for awarding credit. (RC)

ED 129 853 TM 005 473

Scheuneman, Janice

Validating a Procedure for Assessing Bias in Test Items in the Absence of an Outside Criterion.

Pub Date [Apr 76]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Evaluation Criteria, *Item Analysis, Response Style (Tests), Statistical Analysis, *Test Bias, Test Construction, Test Validity, Validity

Identifiers—Metropolitan Readiness Tests

Test bias has traditionally been defined in terms of an outside criterion measure of the performance being predicted by the test. In test construction, where criterion-related validity data are usually not collected until after the test is completed, assessment of bias in the absence of outside criteria had become a vital issue. Here, an unbiased test item is defined as one in which, for persons with the same ability in the areas being measured, the probability of a correct response on the item is the same regardless of the population group membership of the individual. The total score on a test or subtest containing the item can be used to define groups of persons having the same ability. Once the ability groups have been defined, a modified chi square procedure is used to evaluate each item in the test for possible bias. While hypotheses suggested by such an evaluation should be investigated further before making conclusive statements concerning the source of bias, results reported in this study support the validity of the method as a procedure for assessing bias when outside criterion measures are unavailable. (BW)

ED 129 854 TM 005 474

Calisto, Donald J.

The Role of Student Instructional Expectations in the College Classroom: A Critique and Empirical Analysis.

Pub Date [75]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Research, Cognitive Processes, *College Students, College

Teachers, Critical Incidents Method, *Expectation, Factor Analysis, Group Dynamics, *Higher Education, Longitudinal Studies, Statistical Analysis, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Behavior, Teacher Rating

Although researchers have suggested recently that the student instructional domain needs to be explored, most studies continue to cast their designs in relation to end of course ratings that obstruct developing a more inclusive model for classroom behaviors. Hypothesizing that expectations function as prior cognitive states, activating and determining student classroom interactions including evaluations, this study design differentiated three sets of expectations, identifying the contextual ones as associated with classroom outcomes. The instrument derived its twenty survey items from previous works which then were scaled using Semantic Differential adjectives, and administered to 209 subjects in eight social science classes in three colleges at the beginning and close of a semester. The study concluded that extrapolations from single measures of classroom behaviors may be of limited value and that expectations need to be integrated into a learning group framework to make evaluations meaningful. (Author/BW)

ED 129 855 TM 005 475

Hollenman, I. Thomas, Jr.

The Theory of Evaluation with an Emphasis on the Formative Phase.

Pub Date [75]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Collection, Decision Making, Evaluation, *Evaluation Methods, *Formative Evaluation, Models, Program Evaluation, School Systems, Summative Evaluation

Identifiers—Context Input Process Product Evaluation Model

An overview of educational evaluation theory in general, and its formative phase in specific, is presented. Educational evaluation is defined as are its formative and summative phases and its classifications of external and internal evaluation. Each phase and classification are discussed largely in the context of formative evaluation. In addition, various key aspects of formative evaluation are discussed: key problems, sources of information, activity phases, and types of formative evaluation. (Author/BW)

ED 129 856 95 TM 005 476

Peters, Richard Oakes Fisher, L. Timothy

A Process for Affecting Student Career Maturity Development in a Rural Schools System.

New Hampshire Supervisory Union 58, Groveton, Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—34p.; Experimental Schools Program; For related document, see ED 121 991

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attitude Tests, Career Awareness, *Career Education, Career Exploration, Community Involvement, *Elementary Secondary Education, Inservice Teacher Education, Job Placement, Longitudinal Studies, *Maturity Tests, Models, Occupational Guidance, Program Descriptions, *Rural Schools, Rural School Systems, Vocational Counseling, *Vocational Maturity, Work Experience Programs

Identifiers—Career Awareness Inventory, *Career Maturity Inventory

Career education is an ongoing process which begins at an early age in the life of the child with the development of an awareness of careers and occupations, and proceeds systematically through the stages of exploration, counseling and guidance, training, and job placement. The New Hampshire Supervisory School Union 58 Experimental Schools (ES) project became operational in July 1973, charged with providing students with not only a perceptual enrichment process, but also to affect their career maturity development; providing both in-school and on the job training opportunities which enhance skills development and result in exposure to a variety of work experiences. The CTB/McGraw Hill Career Maturity Inventory (CMI) was used to measure the career maturity development of selected elementary grade students, and conclusions are discussed. (BW)

ED 129 857 TM 005 517

Bower, Jane B. Linn, Marcia C.

An Experiment in Curriculum Evaluation: Science Curriculum Improvement Study and Scientific Literacy.Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [Apr 76]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Evaluation, Elementary Education, *Elementary School Science, Federal Programs, Learning Experience, *Science Curriculum, *Scientific Literacy, Sex Differences, *Summative Evaluation, Tests

Identifiers—*Science Curriculum Improvement Study SCIS

This study represents one of the first major summative evaluations of the Science Curriculum Improvement Study (SCIS), a federally funded, six-year elementary science program. An instrument was designed for measuring the effects of SCIS on the stated goal of the curriculum, the development of scientific literacy. Subjects were rural sixth-grade children: 312 had studied SCIS; 219 were otherwise comparable but had not studied SCIS. Results indicated that SCIS contributed to the development of scientific literacy. Specific tasks which differentiated SCIS from non-SCIS students included the identification and control of variables, understanding relative position, and explaining energy transfer. Regardless of SCIS experience, the girls outperformed the boys on the Scientific Literacy Test developed for this study. (Author/BW)

ED 129 858 TM 005 538

Levine, Harold G.

An Evaluation of Five Years of Experience in Interdisciplinary Teaching in a Medical School.

Pub Date Apr 76

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Evaluation, *Curriculum Evaluation, *Curriculum Planning, *Curriculum Problems, Departments, *Interdisciplinary Approach, *Medical Education, Medical Schools, School Organization, *Teaching Methods

Identifiers—*University of Texas Medical Branch The University of Texas Medical Branch instituted a series of interdisciplinary courses as part of a major curriculum reform in September, 1970. After an evaluation of this change, some general trends were discovered, such as the dependence of course effectiveness on the quality of the course leadership; the need for more logistic and consultative support; the need for the development of syllabi to coordinate lectures given by a group of faculty members; and the possibility for experimentation with new techniques for education and evaluation. Many of these new techniques have also been adopted in the disciplinary courses. Student comments and item analysis of all examinations are currently being used to gain insight into the effectiveness of the program. (BW)

ED 129 859 TM 005 619

Polgar, Ellen

The California High School Proficiency Exam.

Pub Date 1 Jun 76

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Standards, Basic Skills, Community Colleges, Educational Legislation, Educational Opportunities, *Equivalency Tests, Financial Problems, *Graduation Requirements, High School Students, Mathematics, Norm Referenced Tests, Reading Skills, *Secondary Education, State Aid, State Legislation, *State Programs, Student Characteristics, Surveys, *Testing Programs

Identifiers—*California High School Proficiency Exam, General Educational Development Tests The California High School Proficiency Exam (CHSPE) allows a 16-or-17 year old who passes it to leave school as early as age 16, with parental permission, earning the legal equivalent of a diploma. The exam focuses on basic reading and computing skills. In this study, a variety of

findings are reported. School districts have a budgetary disincentive to be receptive to the CHSPE, because every student who exits early results in revenue losses to the district. A long-range budgetary effect of the CHSPE is to shorten the period of total schooling time and result in potential net savings to the state. Choices outside the high school may be limited for CHSPE certificate-holders. Those who pass the exam and stay in school can take more pleasurable courses, yet not worry about making up or taking more required courses. The survey that is included here was used to obtain a profile of the students who do take the exam. (Author/BW)

ED 129 860 95 TM 005 621

Cohen, Arthur M. Solomon, Lewis C.

Cooperative Education—A National Assessment: An Annotated Bibliography.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Feb 76

Contract—300-75-0263

Note—326p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Annotated Bibliographies, *Cooperative Education

This review of the literature is divided into two parts—relevant and highly relevant documents. Abstracts of 90 relevant and 44 highly relevant studies are included. Applied Management Sciences' staff members were responsible for the preliminary identification, collection, and categorization of the literature. Most of the abstracts in the highly relevant category have individual critiques appended. The documents to review were selected from an extensive literature search and were categorized according to their apparent importance and usefulness in assisting in the design of a major study of cooperative education. The documents in both relevant and highly relevant categories have been further subdivided into six sets: program description, evaluation, and impact; commentary and exhortation; feasibility studies; across-program assessments, methodological concerns, and bibliographies and guidelines. (RC)

ED 129 861 TM 005 623

Cudeck, Robert A. And Others

Monte Carlo Results from a Computer Program for Tailored Testing.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Feb 76

Contract—N00014-75-C-0684

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Branching, *Computer Programs, Correlation, Evaluation, Flow Charts, Matrices, Response Style (Tests), Simulation, *Testing

Identifiers—INTERTAIL, *Monte Carlo

Methods, *Tailored Testing INTERTAIL, the computer program which implements an approach to tailored testing outlined by Cliff (1975), was examined with errorless data in several Monte Carlo studies. Three replications of each cell of a 3 x 3 table with 10, 20 and 40 items and persons were analyzed. Mean rank correlation coefficients between the true order, specified by pre-assigned random numbers, and the computed order produced by the program ranged from .93 to .99. Other efficiency measures are reported which also support the theory as a general measuring and ordering technique. Based on these results, program modifications are proposed as well as a data scheme which is to be used in further system testing. (Author)

ED 129 862 TM 005 634

Savage, Edward R.

A Layman's Guide to the Measurement of Educational Achievement in New Jersey.

Greater Newark Urban Coalition, N.J.

Pub Date Mar 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement Tests, *Aptitude Tests, Criterion Referenced Tests, Educational Assessment, Guides, Norm Referenced Tests, Scores, *Standardized Tests, *State Programs, *Testing Problems, *Test Interpretation

Identifiers—New Jersey, New Jersey Educational Assessment Program

This paper addresses itself to the history and use of standardized aptitude and achievement tests for practical judgements about schools in New Jersey. In the author's opinion, school-wide aptitude testing is not a particularly useful practice when other types of information, particularly grades, achievement tests, and teacher's comments, are available, though it may be useful when there is no information about the student or when special aptitudes for special programs, are being sought. Whereas aptitude tests claim to be able to measure an individual's future performance, achievement tests are closely tied to things which people have done, to scientifically verifiable accomplishments. Norm-referenced tests classify children on the basis of their relative accomplishments, but have limited value for identifying educational deficiencies as a means of providing effective remediation. Criterion referenced tests strive to overcome that problem. In the final section, the New Jersey State Assessment Program is discussed; the appendixes include a glossary of terms and a guide to test scores. (Author/BW)

ED 129 863 TM 005 637

Betz, Nancy E. Weiss, David J.

Psychological Effects of Immediate Knowledge of Results and Adaptive Ability Testing. Research Report 76-4.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Jun 76

Contract—N00014-76-C-0243; NR150-382

Note—45p.; For a related document, see TM 005 638

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ability, Achievement Tests, Anxiety, Branching, College Students, Complexity Level, *Computer Oriented Programs, *Feedback, Motivation, Response Style (Tests), Statistical Analysis, Student Opinion, *Testing, Test Results

Identifiers—*Computer Assisted Testing

The effects of providing immediate knowledge of results (KR) and adaptive testing on test anxiety and test-taking motivation were investigated. Also studied was the accuracy of student perceptions of the difficulty of adaptive and conventional tests administered with or without immediate knowledge of results. Testees were 350 college students divided into high- and low-ability groups and randomly assigned to one of four test strategies by KR conditions. The ability level of examinees was found to be related to their reported levels of motivation and to differences in reported motivation under the different testing conditions. These results suggest that adaptive testing creates a psychological environment for testing which is more equivalently motivating for examinees of all ability levels and results in a greater standardization of the test-taking environment, than does conventional testing. (Author)

ED 129 864 TM 005 638

Betz, Nancy E. Weiss, David J.

Effects of Immediate Knowledge of Results and Adaptive Testing on Ability Test Performance. Research Report 76-3.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Jun 76

Contract—N00014-76-C-0243; NR150-382

Note—47p.; For a related document, see TM 005 637

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ability, Achievement Tests, Branching, College Students, *Computer Oriented Programs, *Feedback, *Performance Factors, Response Style (Tests), Statistical Analysis, *Testing, Verbal Ability

Identifiers—*Computer Assisted Testing

The effects of immediate knowledge of results (KR) concerning the correctness or incorrectness of each item response on a computer-administered test of verbal ability were investigated. The effects of KR were examined on a 50-item conventional test and a stradaptive ability test and in high- and low-ability groups. The primary dependent variable was maximum likelihood

ability estimates derived from the item responses. Results indicated that mean test scores for the High-Ability group receiving KR were higher than for the No-KR group on both the conventional and straddate tests. For Low-Ability examinees, mean scores were higher under KR conditions than under NO-KR conditions on both tests, but the difference was statistically significant only for the conventional test. However, the higher mean scores of the Low-Ability testees on the straddate test indicated that for low-ability examinees, adaptive testing had the same effects on test performance as did the provision of immediate KR. The results of the study were interpreted as indicating the potential of both immediate knowledge of results and adaptive testing procedures to increase the extent to which ability tests measure "maximum performance" levels. (Author)

ED 129 865 TM 005 662
 Loadman, William E.

Identifying the Characteristics of the Ideal Professor: An Application of Multidimensional Scaling.

Pub Date Apr 76

Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, College Faculty, College Instruction, College Students, Comparative Analysis, Criteria, Data Collection, *Effective Teaching, Evaluation Criteria, *Higher Education, Individual Characteristics, Interprofessional Relationship, *Multidimensional Scaling, *Nonparametric Statistics, *Professors, Student Attitudes, Teacher Attitudes, *Teacher Characteristics

A nonmetric multidimensional scaling technique was employed to determine the characteristics of the ideal professor. Subsequently, the results were compared across varying levels of program personnel, including administrators, faculty, staff and students. Centered in a relatively self-contained academic program of a large midwestern university, this study used a free response method of data collection—a relatively unknown technique. Consistent differences were found among various levels of personnel as to their perception of the ideal faculty member. In addition, the procedure provided a means of comparing the perceived performance of individual faculty members. In general, the data seemed to indicate that subgroups of personnel were operating from what appeared to be a consistent frame of reference, but that they rationalized the characteristics somewhat differently. Moreover, the perceptions were not consistent among groups. These discrepancies might result in role expectations which might go unfulfilled or overfulfilled, causing probable miscommunication and lack of efficiency, affecting the morale of involved personnel. Internal conflict could also be a possibility. (MV)

ED 129 866 TM 005 663
 Livingston, Samuel A.

The Criterion-Referenced Reliability of a Single Score. Report 76-01.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.

Report No.—ETS-COPA-76-01

Pub Date Apr 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Criterion R-referenced Tests, *Measurement, *Probability, Reliability, Scores, Standard Error of Measurement, Test Interpretation, *Test Reliability, True Scores

A distinction is made between reliability of measurement and reliability of classification; the "criterion-referenced reliability coefficient" describes the former. Application of this coefficient to the probability distribution of possible scores for a single student yields a meaningful way to describe the reliability of a single score. (Author)

ED 129 867 TM 005 665

Smith, Janice P. Brown, T. J.
Relationships Among Secondary Students' Evaluations of Their Courses and Teachers and Their General Attitude Toward School.

Pub Date [Apr 76]

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitude Tests, Complexity Level, Correlation, *Course Evaluation, Factor Structure, High School Students, Rating Scales, *School Attitudes, Secondary Education, Statistical Analysis, *Student Attitudes, *Student Characteristics, *Student Evaluation of Teacher Performance, *Student Teacher Relationship

Identifiers—Attitude Toward School Questionnaire

To explore the potential relationships among general attitude toward school, evaluative ratings of courses and instructors, and selected respondent characteristics, an attitude inventory, and, for each class, a course and instructor rating scale, with items which emphasized the nature of student-teacher interaction and level of course difficulty, were administered to 436 students in grades seven through twelve. Significant correlations suggest the need to adjust teacher rating results to account for student attitude, opinions about course difficulty and other dispositional variables. Further development of score-adjustment procedures and research to identify other relevant variables are also indicated. Information regarding the factor structures of the instruments is provided. The two instruments used in the study, Attitude Toward School and Course and Instructor Rating Scale, are included. (Author/BW)

ED 129 868 95 TM 005 668

Crist-Whitziel, Janet L. Hawley-Winne, Barbara J.

Individual Differences and Mathematics Achievement: An Investigation of Aptitude-Treatment Interactions in an Evaluation of Three Instructional Approaches.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—OEC-0-71-4751

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Academic Aptitude, Cognitive Style, Elementary Education, Elementary School Mathematics, Evaluation Methods, Grade 6, Grouping (Instructional Purposes), *Individual Differences, Individualized Instruction, Locus of Control, *Mathematics, Multiple Regression Analysis, Predictor Variables, Program Evaluation, Self Concept, Student Characteristics, *Teaching Methods

Identifiers—*Aptitude Treatment Interaction

Relationships between cognitive and affective learner characteristics or "aptitudes" and mathematics achievement for sixth-graders in three instructional treatments in one school district were examined. Aptitude-treatment interaction (ATI) analyses were performed to test for differential prediction of achievement outcomes among treatments, using each aptitude as a single predictor. Multiple regression analyses were also run using aptitude, treatment, and aptitude x treatment interaction variables as predictors. Initial results with single predictors suggest a fairly consistent direction of differences among treatment slopes. This study provides an example of the ATI approach within a specific school setting in an evaluation context. (Author/BW)

ED 129 869 88 TM 005 669

Wendt, Robert And Others

Early Childhood Assessment: A Criterion Referenced Screening Device. Test Manual.

Cooperative Educational Service Agency 13, Waupun, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Auditory Perception, Behavioral Objectives, *Criterion Referenced Tests, *Developmental Stages, Early Childhood Education, Individualized Instruction, Language Development, Learning Readiness, *Manuals, Models, Perceptual Motor Coordination, Preschool Education, Preschool Evaluation, *Preschool Tests, *Screening Tests, *Student Placement, Testing, Visual Perception

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Early Childhood Prekindergarten Assessment Instrument is a criterion referenced approach designed to help locate the child along a developmental curriculum sequence. Certain skills are analyzed according to auditory, visual, motor, and verbal learning processes, and determine what level the child has attained prior to entering school. Along with the assessment instrument, the screening procedures and directions for administration are included. (BW)

ED 129 870 TM 005 671

Clarke, Stephen J.

Evaluation: A Summary of NESDEC's Annual School Boards Conference.

New England School Development Council, Newton, Mass.

Pub Date 74

Note—38p.; Summary of the New England School Development Council Annual School Boards Conference (27th, Hartford, Connecticut, April 26, 1974)

Available from—New England School Development Council, 55 Chapel Street, Newton, Massachusetts 02160 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Boards of Education, Classroom Observation Techniques, *Conference Reports, Educational Objectives, Effective Teaching, Elementary Secondary Education, *Evaluation, Interaction Process Analysis, Organizational Effectiveness, Personnel Evaluation, *School Superintendents, School Systems, Student Evaluation, *Teacher Evaluation, Teacher Supervision, Video Tape Recordings

At the 1974 conference of the New England School Development Council, six papers were presented. Marvin Powell outlined a new form of student evaluation which can give the teacher a much more comprehensive picture of student performance and potential, and described his service organization, the Foundation for Individualized Evaluation and Research, Inc. Girard Hotteman, in a discussion of teacher evaluation, argued that evaluation should fit the system and be a human process that rests comfortably on the teacher and is explainable and functional in promoting both teacher and student goals. William Ellena described the mutual evaluation carried on in his school system between the Superintendent of Schools and the School Board. Philip Saif discussed the planning necessary for teacher evaluation. Leon Pierce explained Clinical Supervision, a concrete program for the evaluation of instruction. William Doub and Charles Doyle described Project TAPE-IT, and evaluation technique involving self-evaluation by the teacher through the use of videotaping. In addition to a summary of the conference sessions, three documents are included which address the goals of the school system, the performance evaluation of the superintendent, and the appraisal of school board effectiveness. (BW)

ED 129 871 TM 005 672

Merz, William R.

Estimating Bias in Test Items Utilizing Principal Components Analysis and the General Linear Solution.

Pub Date Apr 76

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 22-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, *Analysis of Variance, Anglo Americans, Elementary School Students, Ethnic Groups, *Factor Analysis, Factor Structure, *Item Analysis, Mexican Americans, Multiple Regression Analysis, Negroes, Orthogonal Rotation, Projective Tests, Racial Discrimination, Statistical Analysis, *Test Bias

Identifiers—Goodenough Harris Drawing Test, Principal Components Analysis, *Test Items

A number of methods have been used to identify potentially biased items within a test. These methods examine one item at a time and do not deal with the complex interrelationships among items or among items and the potentially biasing elements. The use of multivariate procedures to assess whether or not items are biased and to obtain clues about the source of the bias are demonstrated here. A total of 1,294 six and seven year old children from five ethnic

groups took the Goodenough-Harris Drawing Test. Principal components analysis and analysis of variance were performed on the results. Other analysis methods are suggested, and are presently being studied. (Author/BW)

ED 129 872 TM 005 673

Visual Concepts Program: An Evaluation Report.
Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Covariance, Evaluation Methods, *Multimedia Instruction, *Performance Contracts, *Program Evaluation, Reading Comprehension, *Reading Skills, Reading Speed, *Secondary Education, Video Tape Recordings

Starting with the second semester of the 1971-72 school year, the Phoenix Union High School System accepted a performance contract with Educators Service Incorporated of Edina, Minnesota. The contract enabled the district to implement a one-semester program, which was a multimedia course consisting of 36 thirty-minute videotaped sessions which were divided into eight skill progression phases: initial testing, preview skill, recall skill, learning techniques, re-focus and review evaluation, memory skills, vocabulary and depth reading skills, and achievement tests and evaluation. The performance contract guaranteed certain increase in reading rate and reading comprehension. These guarantees were not entirely met, but there was significant improvement in these reading skills, and the evaluation report recommended the purchase of the videotapes used. (Author/BW)

ED 129 873 TM 005 674

Registration Procedures Evaluation (1971-72 for 1972-73 School Year).

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Computer Oriented Programs, *Evaluation, High School Students, Questionnaires, *Scheduling, *School Registration, *Secondary Education, Student Attitudes, Student Opinion, Teacher Attitudes

For the past five years Phoenix Union High School System students indicated the courses they wished to take, then a computer built the class schedule and placed students in those courses without regard to the period or teacher that they wanted. In 1972, an approach that has been common for many years at the university level was tried. Basically it entailed preparing class cards by using the computer, based on a preliminary survey of student interests, and then the students literally selected the exact courses, teachers, and time they wanted. Thus far, the procedure has been evaluated with student and teacher questionnaires. This preliminary evaluation report recommends that school staffs should be given considerable leeway in determining which registration approach should be used at their school, and should be active in advising students and parents about registration procedures. Further study of the number of schedule changes is still necessary. As a general concluding statement, school staffs and students regarded the new registration procedure as reasonably successful in comparison with past years. (BW)

ED 129 874 88 TM 005 675

Year Round High Schools for Phoenix. Final Evaluation Report: A Review of Objectives (1974-75).

Phoenix Union High School District, Ariz. Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date 30 Jun 75

Note—36p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Innovation, *Educational Objectives, Employment Opportunities, Evaluation Methods, Individualized Instruction, Information Dissemination, Inservice Education, Parent Attitudes, Participant Satisfaction, Program Effectiveness, *Program Evaluation, School Holding Power, Senior High Schools, Space Utilization, Surveys, Teacher Attitudes, Vocational Development, *Vocational Education, *Year Round Schools

Identifiers—Arizona (Phoenix), Elementary Secondary Education Act Title III, ESEA Title III, *Phoenix Arizona Union High School District

On the basis of a needs assessment conducted by the Phoenix Union High School District a proposal for partial Elementary and Secondary Education Act (ESEA) Title III funding was submitted in January, 1972. Goals for Year Round Schools for Phoenix were: (1) to provide a specially designed curriculum and a uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative and individualized for students; (2) to institute a service whereby students will be provided with employment during the time when they are not attending school; (3) to provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school; and (4) to demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment. South Mountain High School was selected as the pilot school for the implementation of the program. The purpose of this report is to summarize the effectiveness of the Year Round School Program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School. Each of the objectives of the project are stated and are evaluated separately. The evaluation of each objective is discussed and determination is made of whether the objective was achieved or not achieved. (MV)

ED 129 875 88 TM 005 676

Estes, Gary D. Anderson, Judith I.

An Evaluation of Physical Education Opportunities for Exceptional Learners (PEOPEL).

Phoenix Union High School District, Ariz. Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date Jun 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adapted Physical Education, Attitude Tests, Comparative Analysis, Educational Objectives, *Handicapped Students, Mentally Handicapped, Peer Teaching, Physical Fitness, Physically Handicapped, *Program Effectiveness, *Program Evaluation, *Senior High Schools, Special Education, Student Needs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Wear Attitude Inventory

Physical Education Opportunities for Exceptional Learners (PEOPEL) is a second year Elementary Secondary Education Act (ESEA) Title III project within the Phoenix Union High School System. This program is designed to meet the need for a program at the secondary school level that addresses itself to meeting physical, social, emotional and mental needs of physically and mentally handicapped and other exceptional students. In 1975-76 the PEOPEL staff pilot-tested and revised curriculum materials and teaching strategies which were developed in 1974-75. A comparison of 54 PEOPEL students with 36 other handicapped students not participating in PEOPEL provided evidence that the PEOPEL program had a positive effect on students' physical abilities and attitudes. Based on findings of the evaluation, recommendations were made to adopt the PEOPEL program as a regular program in the Phoenix Union High School System and to periodically re-evaluate the impact that the PEOPEL program has on students' physical and mental education. (MV)

ED 129 876 TM 005 678

McCray, Emajean Lottes, John

The Validation of Educational Programs.

Pub Date Mar 76

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Conceptual Schemes, Curriculum, Definitions, *Educational Programs, Instruction, *Program Evaluation, *Validity, Values

Identifiers—*Program Validation
A comprehensive conceptual framework for the validation of educational programs has been proposed. The conceptual framework includes the concept of an educational program as a

system of curricular and instructional claims and methods of evaluation which entail a wide range of judgments of both logical validity and factual validity. Judgments of logical validity are made in reference to the internal structure of each of the claims and its various components, the relationships among the claims constituting a program, and the relationships between the component claims of a program and the bases of the profession under which the program is formulated and operates. The logic of reaching judgments of factual validity of the individual curricular and instructional claims, and of the program as a whole, has been described. Judgments of factual validity of the various component claims, and of the program, are made on the basis of observations of pupil performance and teacher action to determine whether those behaviors correspond to that which is entailed by fulfillment of the goal, rule, and qualifier components of the claims. (Author)

ED 129 877 TM 005 679

Matluck, Joseph H. Mace-Matluck, Betty

The MAT-SEA-CAL Instruments for Assessing Language Proficiency.

Pub Date [Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, *Elementary Education, *English (Second Language), Field Studies, Grammar, Language Planning, *Language Proficiency, *Language Tests, Needs Assessment, Phonology, Reading Achievement, Scoring, *Standard Spoken Usage, Test Construction, Test Reliability, Test Validity

The Multilingual Test Development Project, recently completed in Seattle, Washington, has yielded a series of comparable oral proficiency tests in six languages designed for use with elementary school children, K-6. Extensive field-testing of the English, Spanish, Cantonese, Mandarin, Tagalog, and Ilokano tests was conducted with a research sample of several thousand students, both in the metropolitan area of Seattle and in several of the large migrant centers of eastern Washington and southern Idaho. This paper describes the project, reports on the preliminary findings, and focuses on the problems encountered and the solutions devised in attempting oral language assessment in a multilingual community. Both the findings and the research design will have implications for educational planning and program development by school districts throughout the country and for further research in these areas. (Author/BW)

ED 129 878 TM 005 680

O'Reilly Robert P. Streeter, Ronald E.

Reports on the Development and Validation of a System for Measuring Literal Comprehension in a Multiple-Choice Cloze Format: Preliminary Factor Analytic Results.

Pub Date Mar 76

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cloze Procedure, Elementary Education, *Factor Analysis, *Multiple Choice Tests, *Reading Comprehension, Reading Tests, *Test Validity

The results of a series of factor analyses of a new test of literal comprehension using a multiple-choice cloze format are summarized. These analyses were conducted in the validation of a test design to measure for the most part a factor of literal comprehension independent of IQ and inferential reading processes, yet marked by certain related types of test items included in standardized and other measures of literal comprehension. In this study, the Multiple-Choice Cloze (MCC) test was administered to a sample of 3,125 students in grades one to six in a medium-sized urban school district in conjunction with its annual standardized testing program. Besides the MCC, other measures included in the analyses were an alternate measure of literal comprehension based on Bormuth's wh-item, a measure of passage independence based on wh-items, the Short Form Test of Academic Aptitude, and the California Achievement Test. The factor analytic results support the conclusion that

the MCC measures literal comprehension, a trait that is essentially independent of IQ. However, it was also determined that the MCC had minor loadings on a second, and possibly a third, component related to IQ, inferential reading skills, and language mechanics. (Author)

ED 129 879 TM 005 682

Wilson, Barry J. Packwood, Gene
Revision of the Delta Nursing Scales.

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Washington, D.C., April 1975); For a related document, see ED 109 176

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Evaluation, *Item Analysis, Medical Education, *Nurses, *Rating Scales, Surveys, *Task Performance, Test Validity

Identifiers—*Delta Nursing Survey, *Delta Survey of Nurses

An item analysis was performed on two rating scales, the Delta Survey of Nurses and the Delta Nursing Survey, developed for evaluating the preparation and job performance of nursing graduates. Resulting data supported the basic design of the instruments. The revised instruments consist of seven fewer items; two subsets were deleted, and a number of items were revised. The intended use of the instruments is to provide information relevant to the preservice and inservice training of nurses. The two instruments are included. (Author/BW)

ED 129 880 TM 005 683

Torshen, Kay Pomeroy

Self Concept: An Examination of Structure.

Pub Date [Apr 76]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Factor Analysis, *Factor Structure, *Self Concept, *Self Concept Tests, Self Evaluation, Statistical Analysis

Identifiers—*Principal Components Analysis, Sears Self Concept Inventory

This research tested the proposition that self-concept is unidimensional. Joreskog's Unrestricted Maximum Likelihood Factor Analysis applied to 402 fifth-graders' responses to the Sears Self-Concept Inventory, indicated a twelve factor pattern adequately accounted for variance. Restricted Maximum Likelihood Factor Analysis was then applied to examine structure of factors. A factor pattern corresponding to twelve of the thirteen inventory subscales provided appropriate fit. Interpretation of multidimensional self-concept construct containing twelve dimensions aligned with inventory structure is consistent with data. Interpretation of unidimensional self-concept construct is inconsistent with data. (Author/BW)

ED 129 881 95 TM 005 684

Burstein, Leigh

Assessing Differences Between Grouped and Individual-Level Regression Coefficients.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 76]

Contract—NIE-C-74-0123

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 100 958 and 108 984

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Analysis of Covariance, Analysis of Variance, Comparative Analysis, *Correlation, *Data Analysis, *Groups, Individual Characteristics, Individual Differences, *Mathematical Models, Multiple Regression Analysis, Prediction, Program Effectiveness, Schools, *Statistical Analysis, Student Characteristics

Two questions are investigated here: What should the unit of analysis be in investigations of educational effects and on what basis should the units be chosen Under what conditions can relationships among measurements on individuals be estimated from the relationships among measurements on aggregates of individuals? Models using standard analysis of variance, standard analysis of

covariance, and standard regression analysis are compared as they would be applied to two different data aggregation levels. Implications for multilevel analysis are discussed. (Author/BW)

ED 129 882 TM 005 685

Ellett, Chad D. And Others

The Learning Environment Inventory: A reexamination of Its Structure and Use.

Pub Date [Apr 76]

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Environment, Educational Environment, *Factor Analysis, *Factor Structure, High School Students, *Rating Scales, Student Attitudes, *Test Reliability

Identifiers—*Learning Environment Inventory

A factor analytic study is presented of the Learning Environment Inventory, an instrument originally designed to assess secondary students' perception of 15 school environment dimensions. Responses from 3,613 subjects were analyzed through principal components and varimax rotation procedures. In contrast to the expected structure, analyses produced six factors accounting for 24 percent of the total variance. Of 105 items, only eight failed to correlate .30 or greater with one of the six factors. The authors discuss the implications of their findings for the structure and future use of the instrument, and the rationale behind empirical approaches to developing high inference school climate indices. (Author/BW)

ED 129 883 TM 005 686

Rodriguez-Brown, Flora V. And Others

Language Interaction in a Bilingual Classroom: An Observational Study.

Illinois Bilingual Evaluation Center, Chicago.

Spons Agency—Illinois State Office of Education, Springfield. Bilingual Education Section.

Pub Date [Apr 76]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Students, Bilingual Teachers, Case Studies, *Classroom Environment, *Classroom Observation Techniques, *Interaction Process Analysis, Peer Relationship, Pilot Projects, Program Evaluation, Spanish Speaking, Speech Habits, Student Teacher Relationship, *Video Tape Recordings

Designed by the Illinois Bilingual Evaluation Center as a pilot project, the purpose of this study was to explore the process or nature of events in a bilingual classroom and to investigate the feasibility of using observational techniques to examine this process in an evaluation context. The subjects for the study were three children of Spanish speaking background enrolled in a grade one half-day bilingual program. Each child was videotaped for a full school day, three times throughout the year. The data reported in this paper are taken from the first set of videotapes. Two preliminary analyses are presented. The first is an ethnographic analysis of the language interaction patterns of the target children and their bilingual teacher. The amount of time each language (Spanish and English) is spoken and a functional analysis of language use is discussed. The second analysis is an ecological comparison of the bilingual and regular classrooms as behavior settings. Social and psychological aspects of language use as they vary across settings are discussed. (Author/BW)

ED 129 884 TM 005 687

Durell, A. B.

A Computer Simulation Study of Measures for Validating Learning Hierarchies.

Pub Date [Apr 74]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (58th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Educational Objectives, *Mathematical Models, Measurement Techniques, *Organization, Psychometrics, *Simulation, Statistical Analysis, *Validity

Identifiers—*Learning Hierarchies

Learning hierarchies are networks of prerequisite relationships of instructional objectives. Seven measures of the validity of learning hierarchies were compared for their ability to identify correctly- and incorrectly-ordered hierarchies. A computer simulation model was used to generate stochastic data of known underlying structure. Analysis of variance processing of the data indicated that three of the measures provide stringent but useful tests of hierarchy validity. (Author/BW)

ED 129 885 TM 005 688

Pounds, Elizabeth Littlefield, John H.

A Learning Needs Assessment of Operating Room Nurses.

Pub Date Apr 76

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Factor Analysis, Higher Education, Inservice Education, *Job Skills, Medical Education, *Needs Assessment, *Nurses, Post Secondary Education, *Surgical Technicians

Operating room nursing is not a formal part of the generic nursing curriculum. A learning needs assessment can serve to identify inservice education needs of operating nurses. In this study, a factor analysis was performed on the responses of 1,201 practicing operating room nurses to a list of 24 behaviorally-stated learning needs. Four factors, Technically Operating Room Skills, Nursing Research and Evaluation Skills, Direct Patient Care Skills and Personnel Management Skills were identified. The learning needs of practicing operating room nurses with different levels of formal education, nursing experience, and staff position are examined. (Author)

ED 129 886 TM 005 689

Dwyer, Carol Anne

Test Content in Mathematics and Science: The Consideration of Sex.

Pub Date [Apr 76]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, Item Analysis, *Mathematics Education, *Science Education, *Sex Differences, Sex Discrimination, Sex Stereotypes, *Test Bias, *Test Construction

A traditional generalization is that girls are superior in verbal skills and boys in mathematics and the sciences. But most specialists in this area now concede that there is almost more exception than rule in this generalization, and that individual test items may actually modify observed patterns of sex differences. Sex role stereotyping and the issue of male/female representation in test content have often been glossed over with respect to mathematics tests, and, to a lesser extent, with respect to science tests. The effects of item type and item context on sex-differentiated performance are better documented. The balancing of these two aspects of test content is important to remember in the construction of tests. It is also important to have a close match between the test item content and the curriculum or aptitude areas they are intended to measure. There are several sets of useful guidelines available for eliminating sexist content in these materials, but developers should be aware that such efforts cannot be expected to influence test performance for either sex. The issue of performance-related test content must remain a completely separate one, to be resolved in psychometric rather than value-oriented terms. (Author/BW)

ED 129 887 TM 005 690

Kennedy, Emily R. Ely, Margot

Development of a New Approach to the Measurement of Integrative Teacher Behavior.

Pub Date [Apr 76]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Authoritarianism, *Classroom Observation Techniques, Interaction Process Analysis, Measurement Techniques, Preschool Children, Student Behavior, *Student Teacher

Relationship, *Teacher Behavior, Teacher Influence, *Teaching Styles
Identifiers—Integrated Behavior

The development of a new approach to the analysis of teacher behavior on the dominative-integrative dimension is proposed. The major characteristics of integrative behavior are flexibility of response and acceptance of individual differences, while dominative behavior is characterized by rigidity. The approach consists of a combination of direct analysis of teacher behavior using a revision of the H. H. Anderson System, and inferred teacher behavior analysis through the observation of individual children's interactions with the Room-as-Teacher. The dual technique can be used in a variety of classroom settings ranging from highly structured to open and flexible and provides a more complete picture of integrative and dominative teacher behavior. (Author/BW)

ED 129 888 TM 005 691
 Royer, Paula Nassif Kegan, Daniel

Using Quality of Student Life Indicators at Three Cooperating Colleges: The Cycles Survey.

Pub Date [Apr 76]
 Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Cooperation, *College Students, Comparative Analysis, Higher Education, *Institutional Research, *Life Style, Longitudinal Studies, *Student Behavior, *Surveys, Test Reliability

Identifiers—*Hamshire Cycles Survey

The problems of developing a low cost, quality institutional research program capable of longitudinal research, continuous broad bandwidth monitoring and data comparisons with other institutions, led to the development of the Hamshire Cycles Survey as an initial set of student quality of life indicators. Cycles is a multidimensional survey instrument with behavioral and nonbehavioral questions. Test-retest reliabilities range from .50 to 1.00. Cycles has been used to investigate short-term changes in key monitoring variables over the course of a term and to measure annual changes in quality of life for all students and for specific subgroupings such as freshmen or women. In addition to establishing data baselines, Cycles can be used to link norm-referenced and criterion-based evaluations. (Author/BW)

ED 129 889 95 TM 005 693
 Hsia, Jaylia Strand, Theresa

WTTW-ESAA Television Pilot, "TCR '77": Formative Evaluation.

Educational Testing Service, Princeton, N.J.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Report No.—ETS-PR-75-18
 Note—180p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—American Indians, Asian Americans, Caucasians, Conflict Resolution, *Educational Television, *Formative Evaluation, High Schools, High School Students, Instructional Films, Negroes, Pilot Projects, *Programming (Broadcast), Racial Integration, *School Integration, *Secondary Education, Spanish Americans, Statistical Analysis, *Student Attitudes, Student Participation, Surveys

Identifiers—Emergency School Aid Act, TCR 77, WTTW TV

Formative evaluation of the WTTW-ESAA pilot television program, ECR '77, was conducted by Educational Testing Service. The pilot program, first of a planned television series intended to facilitate the desegregation process in our nation's high schools, was produced by television station WTTW in Chicago in cooperation with student co-producer teams. The students provided personalized statements on desegregation as it occurred in their schools and communities. The finished pilot program, based on three student scripts was shown to 1,241 high school students. They were black and white, Asian-American, Hispanic-American and Native American, and lived in cities, suburbs, small towns and rural areas in every region of the nation. Students who saw the pilot film knew more about, and expressed more favorable attitudes toward, desegregation than classmates who had not yet seen the film. Section 1 includes the findings of a

literature search to provide background for the project. The design of the evaluation is described in Section 2 and includes detailed information on subjects, instrumentation used, and data collection, processing, and analysis. Findings are reported in Section 3. Results of questionnaire administrations are summarized for subjects who viewed the pilot film. The section also includes content analysis of the three pilot segment scripts, Q-sort, and distractor analysis findings. Implications of findings for future programming are also discussed. Section 4 presents the conclusions and recommendations. (BW)

ED 129 890 TM 005 697
 Nadeau, Gilles G. Comeau, M. A.

Attitudes, Evaluation, and Exam Practices of Faculty in a Small University.

Spons Agency—Moncton Univ. (New Brunswick).

Pub Date Apr 75

Note—35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitude Tests, College Teachers, *Grading, *Higher Education, Measurement Techniques, *Questionnaires, Scoring, Statistical Analysis, *Student Evaluation, *Teacher Attitudes

Identifiers—Analyse des Besoins des Professeurs, Questionnaire Attitudes envers l'Evaluation, *University of Moncton

Immediately following the introduction of a new system of grading by letters rather than percentage marking at the University of Moncton, an analysis of evaluation practices as well as an examination of faculty attitudes toward certain grading and evaluation procedures was undertaken. The study sought to establish the state of present practices in examination and grading, test for differences in evaluation procedures among several faculty subgroups, examine attitudes of the faculty toward several procedures, and suggest faculty development activities on the basis of the data. Two questionnaires were administered to the faculty, the first requesting information on current practices, the second dealing with practices recommended by measurement experts. Both questionnaires, in French, and the results are included here. (BW)

ED 129 891 TM 005 709
 O'Reilly, Robert Farland, Parnell

Paradigm for Evaluation in the High School. Final Report.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Apr 74

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Academic Aptitude, Achievement Tests, Administrator Role, Aptitude Tests, Attitude Tests, Biographical Inventories, Classroom Environment, Correlation, Data Collection, Educational Administration, Educational Objectives, *Evaluation, Formative Evaluation, High Schools, High School Students, *Management, *Models, Program Evaluation, Questionnaires, *School Supervision, *Secondary Education, Secondary School Mathematics, Standardized Tests, Statistical Analysis, Student Attitudes, Student Characteristics, Summative Evaluation, *Superintendent Role, Teacher Workshops, Teaching Methods

Identifiers—Biographical Inventory, Bloom Strategy for Mastery Learning, Learning Environment Inventory, Ontario, School and College Ability Test Series II, Stanford Achievement Test High School Battery

A model for educational supervisors which attempts to link management theory to learning is demonstrated. With teachers today having greater autonomy in selecting appropriate content and methods, supervisors should focus on two tasks: they should become more involved with teachers in selecting goals and become more adept in monitoring the development of pupils. Selected characteristics of pupils and classrooms, indicators of classroom environment, and measures of achievement and attitudes of over 1,100 students in grades nine and ten mathematics classes were collected. Results indicated some areas for supervisory action. Overall achievement of students was strongly related to student characteristics, in-

dicating that schools do little to equalize the various advantages of children or to assist individuals to achieve a high level of competence. Second, classroom environments, as measured by Walberg's Learning Environment Inventory, were also directly related to achievement. If climate, influenced both by teachers and pupils, is related to achievement, teaching method, as identified in this study, is not. Attitudes of students toward mathematics was not related to any other variable selected for the study. There was evidence to suggest that such attitudinal goals were largely ignored by teachers of mathematics. (RC)

ED 129 892 TM 005 712
 Offer, D. And Others

The Self-Image of Adolescents: A Study of Four Cultures.

Pub Date Apr 76

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, *Cross Cultural Studies, Cultural Differences, Norms, *Personality Tests, Secondary Education, *Self Concept, *Self Concept Tests, Sex Differences

Identifiers—Australia, Ireland, Israel, *Offer Self Image Questionnaire, United States

The Offer Self Image Questionnaire measures adolescent personality and adjustment from a psychodynamic perspective. It has been used by many investigators who administered the test to a large variety of teenage populations, and has significantly differentiated between normal, delinquent and disturbed populations; males and females; younger and older adolescents; rural and urban samples and different subgroups within the American culture. Analysis of data collected in the United States, Australia, Ireland, and Israel, and the significant cultural differences, are reported here. (BW)

ED 129 893 TM 005 713
 van der Kamp, Max van der Kamp, Leo J. Th.

Evaluation of Educational Research in the Netherlands.

Spons Agency—Netherlands Foundation for Educational Research, The Hague.

Pub Date Apr 76

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, *Educational Research, *Evaluation, Foreign Countries, Measurement Techniques

Identifiers—*Netherlands

To get an impression of the quality of educational research in the Netherlands, 55 paper proposals accepted by the Paper Committee of the Educational Research Day 1974 were evaluated. Each of the 204 judges evaluated two randomly assigned proposals on 27 characteristics. These characteristics were an extension of the instrument used by a committee of the American Educational Research Association in a similar study. The proposals showed a number of specific shortcomings. The general impression was weak. By factor analysis the factorial validity of the instrument was determined. Multiple regression analysis showed the instrument could reasonably predict the general impression of research. (Author/BW)

ED 129 894 TM 005 714
 Morstain, Barry R.

Two Conceptualizations of Student-Instructor Disparity: An Analysis of Absolute and Relative Disparity Models in Relation to Course Evaluation Ratings.

Pub Date Apr 76

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Teachers, *Course Evaluation, Higher Education, Individual Differences, Rating Scales, *Student Attitudes, Student Characteristics, *Student Evaluation of Teacher Performance, *Teacher Attitudes, Teacher Characteristics, Undergraduate Students

Identifiers—Faculty Orientations Survey, Student Instructional Report, Student Orientations Survey, *Variance (Statistical)

Differences between two models of student-instructor disparity regarding educational views and preferences in accounting for variance in course rating scores were investigated. Undergraduates in nine classes completed the Student Instructional Report (SIR) and the Student Orientations Survey; instructors completed a parallel inventory, the Faculty Orientations Survey. On each orientation scale, a student's score was compared with his instructor's score and two disparity scores were calculated: 1) an absolute disparity score (which assessed only the magnitude of disparity), and 2) a relative disparity score (which assessed both magnitude and direction of disparity). After accounting for class differences and student orientation scores in their own right, multiple regression analyses involving course rating scores yielded significant increases in explained variance for three SIR course rating scales when student-instructor relative disparity measures were included. The inclusion of absolute disparity measures in lieu of relative disparity yielded insignificant changes in explained variance. Moreover, on these three SIR scales, relative disparity measures generated larger increases in explained variance compared to the inclusion of student orientation scores per se. (Author/MV)

ED 129 895 TM 005 726
Rader, Billie T.

The Revision and Validation of a Set of Career Education Cognitive Evaluation Instruments.
Pub Date Mar 76

Note—32p. Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Figures 1-4 will be marginally legible due to lightness of print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Cognitive Tests, Content Analysis, Elementary Secondary Education, Fathers, Instructional Program Divisions, Intermediate Grades, Junior High Schools, Parental Background, Primary Education, Questionnaires, Sex Differences, Socioeconomic Status, Teacher Influence, Test Reliability, *Test Validity, *Vocational Maturity

Identifiers—*Career Education Cognitive Questionnaires

The Career Education Cognitive Questionnaires were originally developed in 1973. The tests are designed to measure cognitive knowledge about the world of work for children in grades one through nine. Revisions were made in each of the three tests based upon item analysis and teacher reviews. Following revisions, test-retest reliabilities were obtained by grade level for each of the three tests. The validation portion of the study was designed to identify face and content validity as well as estimates of vocational maturity and differences between groups or levels of sex, teacher emphasis, levels of father's education, and father's occupation. (Author)

ED 129 896 TM 005 732
Spieth, Phillip E.

Evaluation of Dade County Public School Career Education Program, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date Jul 76

Note—53p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Gains, Basic Skills, *Career Awareness, *Career Education, *Career Exploration, Comparative Analysis, Cost Effectiveness, *Elementary Education, Elementary Secondary Education, *Junior High Schools, Norm Referenced Tests, Norms, Program Effectiveness, *Program Evaluation, Student Attitudes, Student Testing, Test Results

Identifiers—Dade County Florida Public Schools, Florida (Dade County), Florida Statewide Assessment Program

Career Education was introduced to Dade County, Florida schools three years ago. An evaluation was conducted of the elementary school level (Career Awareness) and at the junior high school level (Career Exploratory) during 1974-75. The results of that evaluation, while positive at the elementary level, were inconclusive at the junior high school level. The 1975-76 evaluation was directed primarily at the junior high school program, although the elementary

school students who were tested during 1974-75 were again reevaluated to determine whether their gains in career awareness, measured last year, were being maintained. The junior high school students who had participated in the 1974-75 evaluation were similarly reexamined to determine what might be the nature of their trends in career attitudes and knowledge. Unlike the elementary school pupils, they did not attain the national norms in either career attitudes or knowledge in 1974-75. As of February, 1976 they still had not, but they were nearly attaining the norm in career knowledge and they were making moderate advances on the norm in attitudes towards work. The junior high school Career Exploratory pupils showed other moderate gains in 1975-76, as well. Compared to other schools in the county, the state assessment of eighth grade achievement indicated that the Career Exploratory schools were superior to the Dade County averages in reading, occupational information, and mathematics. (Author/MV)

ED 129 897 TM 005 738
The National Assessment of Educational Progress:

Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No—HRD-76-113

Pub Date 20 Jul 76

Note—81p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (\$1.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cost Effectiveness, Criterion Referenced Tests, Data Collection, Decision Making, Educational Accountability, *Educational Assessment, Elementary Secondary Education, Feasibility Studies, Federal Programs, Information Dissemination, *Information Needs, *Information Utilization, National Programs, *National Surveys, Performance Factors, *Test Results, Young Adults

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress is a project which annually surveys the knowledge, skills, and attitudes of young Americans. Its basic mission is to provide information useful to educational decision-makers and practitioners. The project has contributed to American education, but its assessment results have been of limited usefulness. To make the project's results more useful, the Secretary of Health, Education, and Welfare should redirect the project by (1) identifying informational and other needs of decision-makers, (2) determining the feasibility and cost effectiveness of alternative approaches to satisfy those needs, and (3) deciding on the assessment approach to be used. (Author)

ED 129 898 TM 005 739

Walter E. Washington, et. al., Petitioners, vs. Alfred E. Davis, et. al., Respondents. Supreme Court of the United States, No. 74-1492, on Writ of Certiorari to the United States Court of Appeals for the District of Columbia Circuit: Slip Opinion.

Pub Date Jun 76

Note—45p.; For a related document, see ED 124 570

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aptitude Tests, Employment Qualifications, Negroes, *Personnel Selection, *Police, *Racial Discrimination, Standardized Tests, *Supreme Court Litigation, *Test Bias, *Test Validity, Verbal Tests

Identifiers—District of Columbia, *Washington v Davis

Respondents Harley and Sellers, both Negroes, whose applications to become police officers in the District of Columbia had been rejected, claimed that the Department's recruiting procedures, including a written test of verbal skill, were racially discriminatory. The District Court ruled that there was no intentional discrimination; but the Court of Appeals reversed the decision, stating that the critical fact was that four times as many blacks as whites failed the test, and that such disproportionate impact sufficed to establish a constitutional violation, unless the employer could demonstrate that the skills measured by the test were substantially related to job performance. The opinion of the Supreme

Court, which upheld the decision of the District Court, is given here. (BW)

ED 129 899 TM 005 741

Valentine, Lonnie D., Jr. Massey, Iris H.

Comparison of ASVAB Test-Retest Results of Male and Female Enlistees. Final Report for Period July 1974-October 1975.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-76-43

Pub Date Jun 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aptitude Tests, Attitude Tests, *Enlisted Personnel, Item Analysis, *Sex Differences, Statistical Analysis, *Test Reliability, *Test Results, *Vocational Aptitude

Identifiers—Air Force, Armed Services Vocational Aptitude Battery, *USAF Enlistment Attitude Inventory, Women in the Air Force

Male and female enlistees were compared on the basis of their performance on the Armed Services Vocational Aptitude Battery. Mean Aptitude Index scores were compared for male and female enlistees on the original testing and on retest. Males scored higher on mechanical and electronics, and females scored higher on administrative and general. Both males and females tended to do poorer on retest than they had on the original test. The Air Force Enlistment Attitude Survey administered shed no light on possible cause for lower scores on retest. Comparisons of test-retest correlations with expectations based on known test reliability suggests that non-standard testing conditions may prevail in operational testing. (Author/BW)

ED 129 900 TM 005 742

Sticht, Thomas G. Beck, Lawrence J.

Development of an Experimental Literacy Assessment Battery. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div

Report No—AFHRL-TR-76-51; HumRRO-FR-WD-CA-76-5

Pub Date Jun 76

Contract—F41609-75-C-0014

Note—166p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Adult Literacy, Decoding (Reading), Listening Comprehension, *Listening Tests, Manuals, *Military Personnel, Military Training, Reading Comprehension, *Reading Tests, Scoring, Test Construction

Identifiers—Air Force, Diagnostic Reading Scales, Durrell Listening Reading Series, *Literacy Assessment Battery

This report describes the development of a Literacy Assessment Battery (LAB) for determining the relative efficiency with which adults can comprehend language by reading or listening. Development of the LAB included: the tryout with adults of two listening and reading tests designed for children; experimental studies of a decoding task involving simultaneous listening and reading; a calibration study to develop listening and reading passages of comparable difficulty; and a small-scale study to demonstrate how the experimental LAB might be normed and interpreted to make it an operational instrument. The LAB and the LAB examiner's manual are included. (Author/BW)

ED 129 901 TM 005 743

Ryan, Joseph P. Hamm, Debra W.

Practical Procedures for Increasing the Reliability of Classroom Tests by Using the Rasch Model.

Pub Date [Apr 76]

Note—11p. Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Factor Analysis, *Factor Structure, *Item Analysis, *Mathematical Models, *Multiple Choice Tests, Test Construction, *Test Reliability

Identifiers—*Latent Trait Model, *Rasch Model, Test Theory

A procedure is described for increasing the reliability of tests after they have been given and

for developing shorter but more reliable tests. Eight tests administered to 200 graduate students studying educational research are analyzed. The analysis considers the original tests, the items loading on the first factor of the test, and the items which fit the Rasch model. Adjustments for test length are considered. Tests shortened by deleting items which do not fit the Rasch model have a higher internal consistency reliability than the longer original tests. This finding contradicts the theorem of classical test theory which states that increasing test length increases test reliability. The explanation for the finding is that the theorem of classical test theory assumes that all items are homogeneous. Items not fitting the Rasch model are not unidimensional in the "latent-trait" sense which corresponds to being non-homogeneous in the "classical-test-theory" sense. Deleting such items results in a proportionately longer test in that a larger proportion of the remaining items is homogeneous. The misfitting items would not have been deleted on the basis of a classical item analysis. (Author/BW)

ED 129 902 TM 005 744

Owen, Steven A.

The Validity of Student Ratings: A Critique.

Connecticut Univ., Storrs. Bureau of Educational Research and Service.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976); For related document, see TM 005 750

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Class Size, Effective Teaching, Evaluation Criteria, Grades (Scholastic), Higher Education, Political Influences, Rating Scales, Secondary Education, *Student Evaluation of Teacher Performance, *Teacher Rating, Test Reliability, Test Validity, Units of Study (Subject Fields), *Validity Identifiers—Halo Effect

By considering such traditional features as validity and reliability, as well as utility, and political and ethical considerations, this paper attempts to establish that student ratings are not credible as sources of information about teacher effectiveness. Several of the most common problems in the related literature are outlined and include how ratings are related to grades awarded; the relationship between course content, or major areas, and student ratings; agreement between student raters and other raters; the relationship of student learning and teacher rating; the halo effect on teacher rating; the influence of course or class level and class size on instructor ratings; reliability of teacher rating; and the politics of evaluation. If sense is to be made of student rating instruments, the author suggests a threefold approach. First, he proposes a moratorium on student ratings as evaluative measures. Second, existing instruments need to be refined until they satisfy minimal criteria of objectivity, reliability, sensitivity, validity, and utility. Finally, he proposes that student ratings be studied in depth. Their use, for the time being, must be experimental and not evaluative. Suggested research directions are proposed. (RC)

ED 129 903 TM 005 746

McCook, William M.

A Multivariate Study of Variables Effecting Student Ratings of Teaching and Course Outcomes Within a Multiple Instructor Mode.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Apr 76

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Students, College Teachers, *Course Evaluation, Effective Teaching, Factor Analysis, *Higher Education, Multiple Regression Analysis, *Predictive Validity, Predictor Variables, *Rating Scales, Self Evaluation, Statistical Analysis, *Student Evaluation of Teacher Performance, Teacher Behavior, *Team Teaching, Test Validity Identifiers—Halo Effect

The study investigated the interrelationships of student ratings of teaching, course outcome and self ratings within a multiple instructor course mode, and the appropriateness of these variables for predicting overall instructor and course evaluations. Student rating of teaching and course related items and student self ratings were gleaned from a twenty item questionnaire. One hundred fifty-nine students in two courses responded to the questionnaire at the end of the spring 1975 semester. Students rated themselves, the four instructors in each course, and the course itself. Regression analyses indicated a very strong halo effect of instructor ratings over course ratings; student self ratings appeared not to bear any relationship to course ratings; and it was found that many of the variables that are often implicitly and explicitly criticized by students as having an effect on their educational experience (e.g. the quality of exam questions, course level, utility of textbooks, reasonableness of assignments) did not predict their rating of that experience very well. On the other hand, nearly every item that was concerned with teacher behavior accounted for a significant amount of variation in the instructors' overall evaluation. (Author)

ED 129 904 TM 005 747

Kleinknecht, David J.

The Accuracy of Three Approximations for Test Reliability.

Pub Date Apr 76

Note—10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Correlation, Standard Error of Measurement, Statistical Analysis, *Test Reliability

Data from 200 college-level tests were used to compare three reliability approximations (two of Saxe and one of Cureton) to Kuder-Richardson Formula 20 (KR20). While the approximations correlated highly (about .9) with the reliability estimate, they tended to be underapproximations. The explanation lies in an apparent bias of Lord's approximation to the standard error of measurement. Until further investigation is completed, it is suggested that these approximations be used only for comparisons among tests of similar average relative difficulty. (Author/RC)

ED 129 905 TM 005 748

Heyneman, Stephen P. Mintz, Pamela Cope

The Frequency and Quality of Measures Utilized in Federally-Sponsored Research on Children and Adolescents.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 76

Contract—HEW-105-76-1120

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Tests, *Adolescents, Aptitude Tests, Business Education, *Children, Elementary Secondary Education, English, Evaluation Criteria, *Federal Programs, Fine Arts, Intelligence Tests, Language Tests, Mathematics, Occupational Tests, Perceptual Motor Learning, Personality Tests, Reading Tests, *Research Projects, Research Proposals, Sciences, Social Studies, Test Reviews, *Tests, *Test Selection

Every test intended for use in federally-funded research on children or youth during fiscal year 1975 was placed on a list. The list eventually comprised the titles of 1,570 instruments. The question pursued was whether there would be any relationship between an instrument's quality and the frequency with which it was used. For measures of quality the numerical ratings published by the UCLA Center for the Study of Test Evaluation were used. As a measure of usage the number of times an instrument was mentioned in 3,538 research proposals was conducted. There did not appear to be a positive relationship between the quality of tests and their frequency of use. A preference for the better rated instruments was particularly evident with tests of academic achievement. More equivocal results appeared in tests of vocational skills and intelligence, though in certain respects researchers were definitely using the better of those available in these two categories. The anomaly was in the

categories of reading tests and tests of personality where the higher rated of the tests had no better chance of being utilized than those judged to be of poor quality. Particular areas such as in reading and personality where the higher rated tests were less likely to be used might point to the need for special attention when choosing instruments for future research. (Author/RC)

ED 129 906 TM 005 749

Gauthier, William J., Jr.

Administrative Concerns in Developing Programs of Applied Performance Testing.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Problems, *Administrator Role, Daily Living Skills, Elementary Secondary Education, *Performance Tests, Program Development, Testing Problems, *Testing Programs, Test Validity

Identifiers—*Applied Performance Testing

It is of crucial importance for the administrator to understand the complexity involved in managing a program of applied performance testing (APT). This paper attempts to clarify the potential and problems inherent in such an undertaking. Many citizens feel that public schools should be offering students the opportunities to acquire skills that will be of value in their everyday living. APT offers a tool for examining these concerns. APT is defined as tests designed to measure performance in an actual or simulated setting. In education, performance tests focus on the measurement of performance of tasks significant to the student's life outside the school or to adult life. Topics of this paper include the genesis of APT is education; assumptions on which the validity of APT rest; how will APT modify school processes; potential problems related to APT; developing support for APT; and suggested research. (RC)

ED 129 907 TM 005 750

Froman, Robin D.

The Influence of Format Change on the Halo Effect of Student Ratings.

Connecticut Univ., Storrs. Bureau of Educational Research and Service.

Pub Date Apr 76

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976); For related document, see TM 005 744

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Effective Teaching, Factor Analysis, *Factor Structure, Higher Education, *Rating Scales, *Response Mode, Response Style (Tests), *Student Evaluation of Teacher Performance, *Teacher Rating, *Test Construction, Validity Identifiers—*Halo Effect

To determine whether placement of items on a teacher rating scale affects the factor structure underlying the scale and to determine whether changing the item format alters the ratings given, a 12-item, high-inference student rating scale was developed containing two global items pertaining to overall teacher effectiveness and 10 evaluative items pertaining to more specific teacher characteristics. Four different formats were constructed and randomly distributed to 363 college students within 27 university classes. The results of a principal components analysis suggest that the factor structure underlying the rating instrument is stable and not affected by changes in the placement of items. The nonsignificant results from a multivariate analysis of variance (MANOVA) provide additional support for the stability of the ratings. The MANOVA results in particular suggest that student ratings do not increase or decrease as a result of changes in item placement. The results of both analyses detract from the view that the halo effect may be influenced by the positioning of items. There is thus little reason to believe that preliminary items may set the stage for responses on following items. (RC)

ED 129 908 95 TM 005 751

Follett, Joseph F.

GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No.—SWRL-PP-34

Pub Date 10 Mar 76
Contract—NE-C-00-3-0064

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, City Wide Programs, Criterion Referenced Tests, *Educational Accountability, *Educational Assessment, Elementary Secondary Education, Instructional Programs, *National Programs, Norm Referenced Tests, Program Effectiveness, Standardized Tests, State Programs, Taxonomy, Testing Problems, *Testing Programs

Identifiers—Instructional Hierarchies, National Assessment of Educational Progress

General features of local and national programs for assessing achievements referencing the common instruction are discussed within a single mastery achievement testing framework. The envisioned programs differ only in informative detail. Most such differences are viewed as amenable to formalization and the basis for distinguishing between local instructional management requirements and state and national stocktaking requirements for information on scholastic achievements is illustrated for selected knowledges and skills. The implications of the envisioned achievement testing programs for local, state, and national determinations of educational productivity are noted. It is contended that the earliest apt educational productivity estimates must be based on aggregate direct costs of education as inputs—perhaps with a "catch-up" cost portion removed by general agreement—and short-term absolute scholastic achievement effects as outputs. (Author)

ED 129 909 TM 005 753

Fitzgibbon, Thomas J.
Dear Mama: Why Don't They Love Me Anymore?
NCME Measurement in Education, Vol. 6, No. 4, Fall 1975.

National Council on Measurement in Education, East Lansing, Mich.
Pub Date 75

Note—9p.; Speech given before the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976)

Available from—National Council on Measurement in Education, Michigan State Univ., 202 S. Kedzie Hall, East Lansing, Michigan 48824 (Subscription rate: \$5.00 per year; single copies \$0.50 each in quantities of 25 or more, or \$1.50 for a single issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Tests, *Standardized Tests, *Testing Problems, Test Reliability, Test Validity

In this speech given at the 1976 annual breakfast of the National Council on Measurement in Education Dr. Thomas J. Fitzgibbon, outgoing president of NCME, responds to critics of standardized testing and outlines the correct uses for it. He believes that many criticisms of standardized testing are due to misunderstanding or a lack of information. (Author/MV)

ED 129 910 95 TM 005 754

Basel, Ronald
Using Group Performance to Interpret Individual Responses to Criterion-Referenced Tests. Professional Paper 25.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—SWRL-PP-25
Pub Date 25 Jun 73
Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Algorithms, Correlation, *Criterion Referenced Tests, Decision Making, *Groups, Individual Differences, Mathematical Models, Norms, Performance, Probability, *Response Style (Tests), *Test Construction, *Test Interpretation

Identifiers—Mastery Learning Test Model

The contention is made that group performance data are useful in the construction and

interpretation of criterion-referenced tests. The Mastery Learning Test Model, which was developed for analyzing criterion-referenced test data, is described. An estimate of the proportion of students in an instructional group having achieved the referent objectives is usable as a prior probability in interpreting individual responses. Considering instructional group performance enhances estimates of individual performance. Correlational data from a set of test items and a representative population of students are used to estimate the required item parameters. (Author)

ED 129 911 TM 005 755

Barber, Lucie W. Cernik, Helen C.
Do Mothers and Fathers Agree on Ratings of Their Preschool Child on the Barber Scales of Self-Regard?

Pub Date 76
Note—9p.; For related documents, see TM 005 636-653

Available from—Union College Character Research Project, 207 State St., Schenectady, New York 12305 (\$1.00), Seven Scales of Self-Regard for 10 persons \$25.00, manual \$6.50

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Correlation, *Fathers, *Mothers, Parent Attitudes, *Preschool Children, Preschool Education, *Rating Scales, Self Concept, *Self Concept Tests, Statistical Analysis

Identifiers—*Barber Scales of Self-Regard Preschool Form, Dixon and Mood Sign Test

Adults appear to have different perceptions of a child when rating a child on the Barber Scales of Self-Regard based on correlation coefficients between different sets of adults (parents and teachers). It is the purpose of this study to explore at greater depth the differences between mother and father as to the way they perceive their child. Do they agree or disagree—and to what extent—when they each rate their preschooler on the Scales of Self-Regard? Results of this study show that when parents rate their child on the Barber Scales of Self-Regard, disagreements can be expected. Disagreements vary from Scale to Scale. Mother or father does not consistently rate higher on any of the Scales, with the exception of the Scale "Children's Responses to Requests" where mothers appear to be the higher rater. There is some clue that slight differences between parent raters occur more frequently with female children than with male children. Although differences can be expected, the results of this study indicate that differences are for the most part by only one-scale point. Perhaps both parents are correct and the child is, in reality, somewhere in between the levels described by the scale points. (Author/MV)

ED 129 912 TM 005 756

Performance Indicators in Education: Telephone Survey.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.
Pub Date Jan 73
Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Data Analysis, *Data Collection, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Information Dissemination, Information Systems, Information Utilization, *Interviews, Questionnaires, *School Districts, School Superintendents, Statistical Analysis, *Surveys, *Telephone Communication Systems, Validity

Identifiers—New York, *Performance Indicators in Education Program

The Performance Indicators in Education program is intended to provide measures of the impact school districts have on the achievement of their pupils. After an extensive period of development by the Bureau of School Programs Evaluation of the New York State Education Department, reports were prepared for 628 school districts in New York State. They were distributed at regional meetings to school superintendents or their representatives, or by mail to those districts not represented at a meeting. The importance of shaping the program to meet the needs of local educators was recognized since the use of any information system depends upon the intended users' perceptions of the validity, utility, and applicability of the program. After consultation with the Bureau of Statistical Services, a telephone survey of a random sample of chief

school administrators seemed to be a feasible method of obtaining the desired information. Staff members of the two bureaus clarified objectives, developed the methodology, and carried out the survey. The survey had two purposes: 1) to collect information on the Performance Indicators program; and 2) to develop the telephone survey as a technique for rapid data collection and analysis. (Author/MV)

ED 129 913 95 TM 005 786

Pelavin, Sol H. Barker, Pierce
A Study of the Generalizability of the Results of a Standardized Achievement Test.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Apr 76
Contract—Rand-B2c-5326

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Tests, Elementary Education, Examiners, Scores, *Standardized Tests, Statistical Analysis, Student Testing, *Testing, Testing Problems, Testing Programs, *Test Interpretation, *Test Results

Identifiers—*Generalizability Theory, Metropolitan Achievement Test

A standardized achievement testing program was begun in Alum Rock, California in the fall of 1972 as part of an evaluation of an Educational Voucher Demonstration. During each of the first three years of the demonstration both the form of test administration and the particular level of the standardized achievement test that a student is assigned have varied. This study assesses what, if any, were the effects of different modes of test administration and what, if any, were the effects of students being assigned out-of-level tests. (Author)

ED 129 914 95 TM 005 788

Solomon, Warren And Others
The Development, Use, and Importance of Instruments that Validly and Reliably Assess the Degrees to Which Experimental Programs Are Implemented.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Observation Techniques, Comparative Analysis, *Experimental Programs, Formative Evaluation, Preschool Education, *Preschool Programs, *Program Development, Program Effectiveness, *Program Evaluation, Rating Scales, Test Construction, Test Reliability, Test Validity

Identifiers—*DARCEE Classroom Assessment Scale, DARCEE Program, Demonstration and Research Center Early Education

This study develops and tests an instrument to assess the fidelity of the intended program, i.e., experimental treatment in the evaluation of a preschool program. During the school year (1972-73) CEMREL (Central Midwestern Educational Lab) investigated the consequences of different levels of training on implementation of the Demonstration and Research Center for Early Education (DARCEE) program. Part of this investigation involved three separate ratings of the pilot test classrooms with the assessment scale. These ratings were given at the beginning, middle, and end of the school year. Classrooms with maximum training scored on the average approximately 10 per cent higher on each of the essentials than did the classes with materials only. With comparison classes, however, that consistency was lacking. On the essentials of physical setting, unit use, and parent involvement the comparison classrooms actually scored higher than the DARCEE group with the maximum training, on two other essentials (reinforcement and behavior management and attitude development) and on student involvement they scored higher than DARCEE classrooms with the minimum training, whereas on the essentials of skill development, organization and use of time, grouping, teacher roles and responsibilities, and teacher preparation these classes scored lower than both DARCEE classroom treatments. (Author)

ED 129 915 TM 005 789

Spool, Mark D.

Performing a Content Validation Study.

Pub Date Mar 75

Note—16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (21st, Atlanta, Georgia, March 1975).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Analysis, Correlation, Evaluation, Guidelines, Item Analysis, *Job Analysis, Test Construction, *Test Validity Identifiers—*Content Validity

Content validity is concerned with three components: (1) the job content; (2) the test content, and (3) the strength of the relationship between the two. A content validation study, to be considered adequate and defensible should include at least the following four procedures: (1) A thorough and accurate job analysis (to define the job content); (2) A thorough, intensive review and evaluation of the test by field experts to determine its content and relatedness to a job characteristic at the appropriate level. The use of field experts is important since content validity relies heavily upon expert judgment; (3) A comparison between the test content and the job content considering many important factors, to assess the extent to which the total test is job related; and (4) Documentation of each procedure of the content validation study. (Author/MV)

ED 129 916 TM 005 790

Traub, Ross E. Fisher, Charles W.

On the Equivalence of Constructed-Response and Multiple-Choice Tests.

Spons Agency—Ontario Inst. for Studies in Education, Toronto.

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Memory, *Multiple Choice Tests, Recall (Psychological), *Response Mode, Risk Identifiers—*Constructed Response Item Format, *Coombs Multiple Choice Item Format, Following Directions, Test Items

Two sets of mathematical reasoning and two sets of verbal comprehension items were cast into each of three formats—constructed response, standard multiple-choice, and Coombs multiple-choice—in order to assess whether tests with identical content but different formats measure the same attribute, except for possible differences in error variance and scaling factors. The resulting 12 tests were administered to 199 eighth-grade students. The hypothesis of equivalent measures was rejected for only two comparisons: the constructed response measure of verbal comprehension was different from both the standard and the Coombs multiple-choice measures of this ability. Maximum likelihood factors analysis confirmed the hypothesis that a five factor structure will give a satisfactory account of the common variance among the 12 tests. As expected, the two major factors were mathematical reasoning and verbal comprehension. Contrary to expectation, only one of the other three factors bore a (weak) resemblance to a format factor. Tests marking the ability to follow directions, recall and recognition memory, and risk taking were included, but these variables did not correlate as expected with the three minor factors. (Author/MV)

ED 129 917 TM 005 791

Juola, Arvo E.

Grade Inflation in Higher Education: What Can Or Should We Do?

Pub Date Apr 76

Note—8p.; Paper presented at the Annual Meeting of National Council on Measurement in Education (San Francisco, California, April 1979).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Colleges, *Grade Point Average, *Grades (Scholastic), *Higher Education, *Surveys, *Trend Analysis Identifiers—*Grade Inflation

Data from a 1974 national survey of 134 colleges was presented to verify that grade point averages had increased 404 points from 1965 to 1973. Approximately two-thirds of the increase occurred since 1968 and the 1968 to 1970 period showed the highest average annual increments. Essentially, the same pattern and magnitude of change was revealed for college subgroups classified on the basis of size, geographic area, curricular emphasis, degrees offered, and public-private. Possible actions to counter the trend were cited but rational initial steps proposed

more research to identify the scope of the problem and reasons for the movement. Dialogue to develop an institutional or unit perspective was considered an essential phase. Grade inflation was considered to be but symptom of a broader problem; namely, of an increased concern for student views and subsequent instructional innovations to adapt to these views. (Author)

ED 129 918 TM 005 792

McMorris, Robert F. Leonard, Gregory

Item Response Changes and Cognitive Style.

Pub Date Apr 76

Note—16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (22nd, San Francisco, California, April 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Style, College Students, *Multiple Choice Tests, *Response Style (Tests), Scores, *Test Wiseness

Identifiers—*Answer Changing (Tests)

According to conventional wisdom, a test taker should not change his/her first response to a multiple-choice, although empirical evidence has consistently supported such changes. Quizzes for masters level students in educational measurement and evaluation showed increments due to answer changing. Low anxious students tended to make more changes and to gain from the changes than did high anxious students. Relationships between test-taking behavior and other cognitive style, attitudinal and academic performance variables are also discussed. (Author/MV)

ED 129 919 TM 005 794

Scheiner, Louis And Others

Career Opportunities Program in Philadelphia, Pennsylvania. Report Number 7623.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Aug 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Ladders, *Career Opportunities, Educational Objectives, Educational Opportunities, *Low Income Groups, Minority Groups, Negroes, *Program Effectiveness, *Program Evaluation, Teacher Aides, *Teacher Education, *Teacher Recruitment

Identifiers—*Career Opportunities Program, COP, Elementary Secondary Education Act Title V, ESEA Title V, Pennsylvania (Philadelphia), Philadelphia Pennsylvania School District

The Career Opportunities Program (COP), established under Title V of the Education Professions Development Act of 1967, was implemented in Philadelphia, Pennsylvania from 1970 through 1975. It served low-income persons, primarily blacks, who had no other means to enter the teaching profession. The primary project goals were to attract capable persons to education careers, improve employment opportunities of the poor, and establish productive career ladders for COP recruits. Overall, COP attained its major goals while benefiting all participants—trainees, teachers, pupils, principals, and college staff. COP was partially successful in attracting minority, low-income, target area residents to careers in education. The majority of trainees were black community residents, and a third were Model Cities aides with low incomes. The project also successfully implemented a vertical career ladder, which facilitated trainee movement at higher level instructional jobs. However, horizontal and diagonal ladders were not implemented. Additional findings are discussed in detail. (Author/RC)

ED 129 920 TM 005 795

Dempsey, Jack R. Fast, Jonathan C.

Predicting Attrition: An Empirical Study at the United States Air Force Academy.

Air Force Military Personnel Center, Randolph AFB, Tex.

Pub Date Mar 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability, College Students, *Dropouts, Failure Factors, Higher Education, *Mathematical Models, Military Personnel, *Military Training, Motivation, *Prediction, Predictor Variables, Probability, *Statistical Analysis, Success Factors

Identifiers—Air Force Academy, *Attrition

An analytical framework is described through which voluntary attrition can be predicted. The approach incorporates Marshallian Utility Theory and a Maximum Likelihood Estimation procedure to evaluate a specific individual's propensity to attrit. The approach was tested twice at the United States Air Force Academy where it was able to correctly predict over a third of the voluntary losses a priori on a by-name basis. These results indicate that the approach has practical usefulness as an operational tool. (Author/RC)

ED 129 921

TM 005 797

Atkins, Janice

The Comprehensive Early Childhood Education Network, 1974-75. Final Evaluation Report. Report Number 7620.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Jul 75

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Observation Techniques, Community Involvement, *Comprehensive Programs, *Early Childhood Education, Educational Objectives, Hearing Therapy, Information Dissemination, Interviews, *Parent Participation, Parochial Schools, Preschool Children, Program Descriptions, Program Effectiveness, *Program Evaluation, Public Schools, Questionnaires, Resource Teachers, School Districts, Special Education, Speech Therapy, Training

Identifiers—*Comprehensive Early Childhood Education Network, Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (Philadelphia), *Philadelphia Pennsylvania School District

The Comprehensive Early Childhood Education Network (CECN), established in 1971, had three main components: (1) information dissemination at the district level, (2) district training plans for parents, teachers and administrators, and (3) monitoring reports from each district on the effectiveness of its activities. A fourth component, the provision of special speech and hearing services to preschool children was added in 1972. This report provides end-of-year, 1974-75, status information on the program as regards the general enabling objectives, the objectives for each component, and end of year surveys of the Network Resource Teachers and Program Manager. The general enabling objectives of the program were met. Various planning documents were submitted and committee meetings were held which constituted evidence of attainment. (Author/RC)

ED 129 922

TM 005 799

Curry, Robert L. Geis, Lynna

Development and Standardization of Parallel Forms of the Curry-Geis Syllabication Skills Test (Including Curry-Geis Syllabication Skills Test Form A and Form B).

Note—20p.

Available from—Robert L. Curry, College of Education, 820 Van Fleet Oval, University of Oklahoma, Norman, Oklahoma 73019 (For Specimen Sets including manual, tests, scoring keys, etc.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Criterion Referenced Tests, Higher Education, Multiple Choice Tests, Standardized Tests, *Structural Analysis, *Syllables, Teacher Education, Test Construction, Test Reliability, Test Validity

Identifiers—*Curry Geis Syllabication Skills Test

Implicit in most of the recommendations for teaching reading is the inclusion of structural analysis as a part of the instructional program for developing skills in word recognition. This study focused on the development and standardization of a criterion referenced syllabication skills test designed to evaluate the individual proficiency of college students and inservice teachers. The 100-item test presents a word and four possible syllabifications of that word from which the respondent must select one. Conclusions from the examination of the results of the data analysis obtained in the study were: (1) the test was valid and reliable for determining college students' abilities to apply syllabication skills; (2) parallel forms of the Syllabication Skills Test were developed and can be administered in approximately 40 minutes; (3) the arbitrary criterion level of 85 percent accuracy was logical in that the means of the tests were

very similar to the established criterion level; and (4) judges in the field of reading considered the tests to be of educational value in the preparation of teachers. Copies of the Curry-Geis Syllabication Skills Test, Form A and Form B are included. (RC)

ED 129 923 TM 005 800

Obenshain, Kathryn Biskin, Donald

An Information Processing Approach to the Assessment of Creative Ability in College Music Majors.

Pub Date [73]

Note—29p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Analysis of Variance, *Cognitive Processes, College Majors, College Students, *Creative Ability, Creative Thinking, Creativity Research, *Creativity Tests, Intelligence, Listening Tests, *Music, Musical Composition, Scoring

Identifiers—Ideational Fluency

The research attempted to determine if there are creative processes which are independent of intelligence, as generally measured, and to describe these processes. An original test battery was designed and administered to 102 college music majors. The subjects were separated into the categories of a 2 x 2 x 2 factorial design by high or low ideational fluency, high or low IQ, and by level of advancement. A multivariate analysis of variance was employed to test the research hypotheses: the significant relationships established between traditional measures of creativity and the process variables imply that it may be possible to train people to be more creative. (Author)

ED 129 924 TM 005 801

Kosecoff, Jacqueline Fink, Arlene

The Feasibility of Using Criterion-Referenced Tests for Large-Scale Evaluations.

Pub Date Apr 76

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Criteria, *Criterion Referenced Tests, Definitions, *Feasibility Studies, *Program Effectiveness, *Program Evaluation, Scores, Test Construction, Test Interpretation, Test Reliability, Test Reviews, Test Selection, Test Validity

The feasibility of using criterion referenced tests (CRTs) in a large-scale evaluation conducted in an effectiveness evaluation context was investigated. The study began by examining the theory that structures the development and validation of CRTs to discover whether, on theoretical grounds alone, CRTs are suitable or not suitable for large-scale effectiveness evaluations. Next, a set of criteria were developed for selecting tests appropriate for such evaluations. Included within the set of criteria was the stipulation that the test be able to provide scores amenable to CRT interpretation. Twenty-eight currently available CRTs were then reviewed, using the set of criteria. Finally, based on theoretical examination and the review, conclusions were drawn. Based on practical, not theoretical, considerations, it was concluded that there is no currently available CRT that is feasible for use in large-scale effectiveness evaluations. (RC)

ED 129 925 TM 005 802

Burkheimer, Graham J., Jr. And Others

A National Study of the Upward Bound Program: Analysis, Major Findings and Implications.

Research Triangle Inst., Durham, N.C.

Pub Date Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 121 994, ED 121 995, TM 005 233, and TM 005 813

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, College Admission, Comparative Analysis, *Compensatory Education Programs, *Data Analysis, Dropout Rate, *High School Students, Low Income Groups, *National Programs, Post Secondary Education, *Program Effectiveness, *Pro-

gram Evaluation, School Holding Power, Secondary Education, Student Motivation, Success Factors

Identifiers—*Upward Bound

This paper concerns a national evaluation study of the upward Bound (UB) Program conducted for the U.S. Office of Education by the Research Triangle Institute. It presents the major results of the study with attention to methodological considerations of analysis. Two sets of analyses are discussed: (1) a set designed to examine the effectiveness of the UB program nationally, and (2) a set designed to examine differential UB project effectiveness. The national impact findings are quite consistent in support of the central theme that for student outcomes relating to postsecondary school entry, there are strong positive relationships with UB participation; but for outcomes related to high school academic success or continuation no consistent relationships to UB participation exist. These findings suggest that the impact of the UB program on student participants is primarily in the area of facilitating entry into education beyond high school. Given a national program impact, findings related to differential project effectiveness do not reveal any systematic program treatments that are related to differential project success. Rather, the relative success of individual projects seems more related to the characteristics of students recruited than to functional or structural characteristics of the projects. (Author)

ED 129 926 TM 005 803

McCutcheon, Fair

The Use of Ethnography and Criticism as Methods for Disclosing Classroom Settings.

Pub Date Apr 76

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Art, *Classroom Environment, *Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, *Ethnology, *Evaluation Methods, Research Methodology

Identifiers—*Aesthetic Criticism, *Ethnography

The potential uses of ethnography and aesthetic criticism as sources for developing a qualitative approach to evaluating classrooms are delineated. Such work involves three interrelated processes—description, interpretation, and appraisal—which are discussed and exemplified. When describing a classroom, the evaluator vividly renders it, recreating it for others, and points out its pervasive quality. Interpretation consists of discussing the social meaning of classroom events, analyzing a classroom into its constituent parts and resynthesizing them to form a whole, and relating classroom events to external considerations. Appraisal entails weighing whether (and on what grounds) a particular lesson or practice is worthwhile and whether the lesson or practice was executed well. These three processes necessitate the researcher's drawing upon many ideas from education, sociology, philosophy, psychology, and so forth. Additionally, consideration is given to qualifications of an educational evaluator using qualitative methods—a broad understanding of classrooms, an ability to observe classrooms sensitively, and the ability to transmit the experience to others. (Author/RC)

ED 129 927 TM 005 804

Morine-Dershimer, Greta

Teacher Judgments and Pupil Observations: Beauty in the Eye of the Beholder.

Pub Date Apr 76

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Classroom Observation Techniques, Comparative Analysis, *Effective Teaching, *Elementary School Students, *Elementary School Teachers, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, *Teaching Techniques, Video Tape Recordings

Some results of a study of teacher preactive and interactive decision-making are presented. The paper focuses on teacher judgments and ob-

servations about the interactive behavior of other teachers. The teacher-judges viewed videotaped sequences of several lessons similar in content to lessons they themselves had just finished teaching. Patterns of teacher observation and preferences are reported and comparisons made to pupil observations based on viewing the same videotaped lesson segments. The study indicates that there are statistically significant differences in the kinds of comments made by teachers of high and low pupil gain scores, that teachers as a whole seem to attend to relevant aspects of a given lesson and respond differently when observing different teaching procedures, that individual teachers respond differentially to the same lesson, and that pupils are attentive to different aspects of lessons than their teachers. (RC)

ED 129 928 TM 005 806

Green, Donald Ross

Racial and Ethnic Bias in Test Construction.

CTB / McGraw-Hill, Monterey, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Contract—OEC-9-70-0058(057)

Note—19p.; For a related document, see ED 056 090

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Caucasians, Data Analysis, Disadvantaged Youth, Elementary Secondary Education, Ethnic Groups, *Item Analysis, *Mexican Americans, Minority Group Children, *Negroes, Racial Discrimination, Rural Youth, Standardized Tests, Suburban Youth, *Test Bias, *Test Construction, Test Reliability, Test Validity, Urban Youth

Identifiers—*California Achievement Tests

To determine if tryout samples typically used for item selection contribute to test bias against minority groups, item analyses were made of the California Achievement Tests using seven subgroups of the standardization sample: Northern White Suburban, Northern Black Urban, Southern White Suburban, Southern Black Rural, Southern White Rural, Southwestern Mexican Urban and Southwestern Anglo-American Suburban. The best half of the items in each test were selected for each group. Typically about 30 percent of the items in the upper half of the distribution of item-test correlations for a group on a test did not meet this criterion with another group. By this criterion minority groups were relatively similar as were the three suburban groups. The resulting unique item tests did not correlate well with each other. Scores of minority groups were relatively better on the selected items. Thus, standard item selection procedures produce tests best suited to groups like the majority of the tryout sample and are therefore biased against other groups to some degree. This degree varies. Ways to minimize this bias need to be developed. (Author/MS)

ED 129 929 TM 005 808

Stevens, Kent G.

A Fault Tree Approach to Needs Assessment -- An Overview.

Pub Date Apr 76

Note—21p.; Paper submitted to the Needs Assessment Conference (Oakland, California, April 8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Technology, Failure Factors, Logic, *Methods, *Needs Assessment, Success Factors

Identifiers—*Fault Tree Analysis

A "failsafe" technology is presented based on a new unified theory of needs assessment. Basically the paper discusses fault tree analysis as a technique for enhancing the probability of success in any system by analyzing the most likely modes of failure that could occur and then suggesting high priority avoidance strategies for those failure modes. It provides a logical, step by step approach to the identification of possible failure factors and the interactive effects of those factors which could result in a predetermined undesired event. The fault tree is so named because the completed graphic portrayal of logic gate related potential failure sequences takes on the outline form of a branching tree. (Author/RC)

ED 129 930 TM 005 813

Koo, Helen P. Burkheimer, Graham J., Jr.

A National Study of the Upward Bound Program: Methodological and Design Considerations.

Research Triangle Inst., Durham, N.C.

Pub Date [Apr 76]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); For related documents, see ED 121 994, ED 121 995, TM 005 233 and TM 005 802.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, College Admission, Comparative Analysis, *Compensatory Education Programs, Dropout Rate, *High School Students, Low Income Groups, Measurement Techniques, *National Programs, Post Secondary Education, Program Effectiveness, *Program Evaluation, *Research Design, *Research Methodology, School Holding Power, Secondary Education, Student Motivation

Identifiers—*Upward Bound

This paper concerns a national evaluation study of the Upward Bound (UB) Program conducted for the U.S. Office of Education by the Research Triangle Institute. It describes the practical constraints imposed on the study design and the features of the design that were shaped by these constraints. The design features include the quasi-experimental and cross-sectional approaches. Also considered are methodological problems presented by the design and measures taken to alleviate them, including a synthetic cohort approach and the choice of the comparison group. (Author/RC)

UD

ED 129 931 UD 015 402

Miller, Ruth R. Kennedy, William R. Cleveland's Project Impact -- A Self Perpetuating Inservice Program for the Urban School.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, Changing Attitudes, Classroom Communication, *College School Cooperation, *Inservice Teacher Education, Interaction Process Analysis, Program Evaluation, *Public Schools, Self Concept, Sensitivity Training, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teaching Techniques, *Urban Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Ohio (Cleveland)

Project Impact is an innovative three year program being carried out in mutual cooperation by the Cleveland Public Schools and the Department of Education at Case Western Reserve University in Cleveland, Ohio with Elementary Secondary Education Act Title III funding. The program seeks to humanize the educational process in the urban schools by working with teachers to benefit the students. There were four broad goals set for the project: (1) that the public schools and the university will cooperatively develop, implement, and evaluate an inservice program designed to foster more stimulating, personalized, and humanized school learning environments; (2) that participating teachers will grow in self-awareness, self-direction, and competence in utilizing a variety of affective instructional and motivational strategies appropriate to pupils' learning styles; (3) pupils of participating teachers will become more aware of their own learning styles relative to affective and cognitive development; and (4) the project will try to determine the amount of involvement and expansion of the inservice program necessary to effect change in school outlook and climate. (Author/JM)

ED 129 932 UD 016 118

Rohlen, Thomas P. Is Japanese Education Becoming Less Egalitarian?

Notes on High School Stratification and Reform. Pub Date [75]

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Change Agents, Educational Mobility, Enrollment Rate, *Equal Education, Ethnic Groups, *Family Background, Family Characteristics, Family Influence, Family Role, Family Status, *Higher Education, *High Schools, High School Students, Secondary Education, Social Action, *Social Change, Social History, *Social Stratification, Social Systems

Identifiers—*Japan

The topic of equality in education, as it has existed in post-war Japanese cities to date and as it appears to be changing under the influence of the new high school reforms, are discussed in this paper. The document has gathered together a variety of materials collected rather incidentally, and the information presented in each section focuses on a number of topics briefly. The topics addressed are the following: university entrance, high school entrance in Kobe, the family background of different high school student populations, some considerations on family, neighborhood and achievement before high school, high school sub-cultures, and the movement for high school reform. It is suggested that a critical social issue for modern Japan lies in the growing importance of family background. Post-war education, although more inclusive and democratic, has also become a field of competition in which the trend is toward a greater influence for family background factors. As education becomes more central to more of the populace, it also becomes more and more susceptible to the influence of intensified differences in each family capacity to compete in this arena. (Author/AM)

ED 129 933 UD 016 230

Goldberger, Arthur S. Lewontin, Richard C. Jensen's Twin Fantasy. Discussion Papers 341-76. Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spous Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—IRP-DP-341-76

Pub Date Mar 76

Grant—ERDA-AT(11-1)-2472; NSF-GS-39995

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Environmental Criteria, Environmental Influences, *Genetics, *Heredity, Intelligence Quotient, *Nature Nurture Controversy, *Research Methodology, *Statistical Analysis, *Statistical Bias, Statistical Data, Statistical Studies, Twins

Identifiers—*Jensen (Arthur R)

Extending the classical twin method, Arthur R. Jensen claims to find unique estimates of the variance and covariance of the genetic and environmental components of IQ. The analyses presented in this paper show that a wide variety of parameter estimates are compatible with his model and data. But the extent of indeterminacy is deemed to be even wider. Furthermore, his model is shown to be not immutable. In particular, Jensen's assumption that one twin's environment is as highly correlated with the other twin's genotype as with his own genotype is questioned. It is stated that the twin method cannot be used to extract meaningful estimates of the variances, and covariance, of the genetic and environmental components of human intelligence. Finally, it is said that any plausible model for the resemblance between the twins will have so many more unknown parameters than observations that the task is futile. (Author/AM)

ED 129 934 UD 016 232

Bothwell, Robert O.

Quality Urban Education—The Critical Issue of Dollars.

National Urban Coalition, Washington, D.C.

Pub Date Feb 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Disadvantage, Educational Economics, Educational Policy, *Educational Quality, *Equal Education, *Financial Needs, Financial Policy, *Financial Problems, *Financial Support, Minority Groups, Policy Formation, School Integration, Social Integration, State Federal Support, Urban Education, *Urban Schools

This paper examines the present problems of urban school finance in order to determine why urban adjustments are necessary today in the new school finance formulas. It concludes that quality education, including quality integrated education, cannot be obtained by letting funds for urban education diminish. Cutbacks in staff, program offerings, books and materials, and other items will make the job of providing quality integrated education even harder. Metropolitan and State policy makers must become convinced and must act to insure that the totality of problems and that needs of urban education are addressed fairly and justly in future reforms of State school

finance systems. This is essential if local urban education leaders are to be in positions to plan and implement quality education for all groups, minorities and whites alike. (Author/AM)

ED 129 935 88 UD 016 238

Walder, Leopold O. And Others

Project Inspire. ESEA Title III Evaluation. Final Report.

Behavior Service Consultants, Inc., Greenbelt, Md.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Jul 76

Contract—0683-AA-NS-0-GA

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Child Abuse, Child Welfare, Counseling Programs, *Educational Innovation, Evaluation, Federal Programs, Institutes (Training Programs), *Junior High Schools, Negroes, *Objectives, *Program Effectiveness, *Program Evaluation, Secondary Education, Self Concept, Student Adjustment, Success Factors

Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title III, ESEA Title III, *Project Inspire

The purpose of this report is to provide information on the findings of the evaluation of Project Inspire, a compensatory education program at Francis Junior High School, D.C., aimed at overcoming deficiencies in reading, writing, arithmetic, oral expression, and other academic areas. Review of documents, formal and informal interviews, questionnaires, and direct observations were methods developed and used to assess the correspondence between objectives of the program and its accomplishments. Findings derived from formal analyses of available data showed a program that had made progress toward achieving some of its objectives. Recommendations of the report include the following: that multimedia counseling programs, procedures to reward academic achievement, data collection relating to absenteeism, dropouts, and suspensions, and the referral of disruptive students be continued; that student service committees be reactivated; that efforts be made to initiate work in the child abuse and neglect component of the project; and, that the design of the project be reviewed by an external evaluator before project start-up. (Author/RJ)

ED 129 936 UD 016 281

Palmer, Edward L.

The Public Kindergarten Concept as a Factor in Racial Attitudes.

Pub Date [75]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Caucasians, Childhood Attitudes, *Comparative Analysis, Heterogeneous Grouping, Kindergarten, *Kindergarten Children, Negroes, *Neighborhood Integration, Primary Education, Public Schools, *Race Relations, *Racial Attitudes, Racial Factors, Racial Recognition, *Social Development

The question of whether the public kindergarten neighborhood can effectively assume a meaningful role in the development of children's racial attitudes is investigated in this study. Focus centers on the public kindergarten since, in the absence of racially mixed neighborhoods, it constitutes the first formal interracial experience for most children. Two hundred and forty six-year-old children were divided into eight groups on the basis of race, sex, and public kindergarten experience. Subjects individually participated in a two-part selection procedure designed to investigate racial preferences. Children consistently registered strongest preference for same race individuals and totally same race classroom settings. The study suggests that the racially mixed kindergarten neighborhood seems to be unable to perform effectively the social interaction and attitude development functions one would associate with the racially integrated residence neighborhood. Until the latter becomes social reality, the most concerted efforts in racial mixing may have primarily cosmetic rather than depth effects on children's attitudes. (Author/AM)

ED 129 937

UD 016 290

Kornegay, Francis A.
Minorities and Malnutrition.
 Detroit Urban League, Mich.
 Pub Date Dec 75
 Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age Groups, Economic Disadvantage, Economic Factors, Health Needs, Human Development, Low Income Groups, *Minority Groups, *Negroes, *Nutrition, *Poverty Research, *Socioeconomic Status
 Identifiers—*Malnutrition, *Michigan (Detroit)

Various aspects of the relationship between minorities and malnutrition are discussed in this brief paper. Malnutrition, one of the byproducts of low economic status, is creating a crisis-proportion health problem affecting minority citizens. Malnutrition seriously affects children, older people in poverty, and chronically unemployed or underemployed youth. It is also most likely to be found among the drug and alcohol addicted population. Frequently, malnutrition leads to tuberculosis and other diseases among older people and results in infant mortality and diseases of the newborn. Poverty has been identified as the cause of malnutrition, and a corresponding proportion of difficulties children experience in school and later in their career development may be due to deficit nutrition affecting brain growth during early life. Because Detroit's over fifty percent black population is the worst affected economically in the entire nation, the city is most likely to be affected by malnutrition on a scale greater than the national average. The Detroit Urban League intends to direct research effort in evaluating the nutritional problems of minorities in order to find productive outlets for channeling their resources. (Author/AM)

ED 129 938

UD 016 295

Legislation for Human Needs: An Agenda for 1976.

Community Service Society of New York, N.Y.

Pub Date Jan 76

Note—115p.

Available from—Department of Public Affairs, Community Service Society of New York, 105 East 22nd Street, New York, N.Y. 10010 (\$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bilingual Education, Correctional Rehabilitation, Education, Health Needs, Housing, Income, *Program Content, *Program Descriptions, *Social Services, *State Legislation, Urban Renewal, *Welfare Services, Youth Programs

Identifiers—*Community Service Society, *New York

The priorities of eight program areas of the Community Service Society (CSS) for the 1976 New York State Legislature are enumerated in this report. The activities of the 1975 legislature are also briefly summarized and all the bills on which CSS took a position are indexed for each area addressed. The eight program areas as well as some of the listed priorities for each of them are listed as follows: aging (real property tax relief, State financing, supplemental security income, protection against age discrimination), education (bilingual education, students' rights, school services for the handicapped), general programs and issue (price advertising for prescription drugs, consumer credit reform), health (long-term care, restructuring the health care system, health maintenance organizations), housing and urban development (State programs, public housing, housing subsidies), income security (tax legislation, welfare legislation, unemployment insurance), social services (reorganization of the child welfare system, services for single-parent families), and youth and correction (drug abuse, family court, juvenile justice, criminal justice-penal law). (Author/AM)

ED 129 939

UD 016 298

Goldberg, Gertrude S.

Class Action, Community Organization, and School Reform. Aspira of New York, Philadelphia Welfare Rights Organization and Harlem Parents Union.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—13p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (1-9 copies, \$1.00 each; quantity discounts available)
 Journal Cit—IRCD Bulletin, v11 n2 p1-12 Spr 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, Change Strategies, Community Development, Community Involvement, Community Organizations, Court Litigation, Disadvantaged Youth, *Economically Disadvantaged, *Educational Change, *Educational Opportunities, Legal Problems, *Minority Group Children, Parent Participation, *Private Agencies

Identifiers—Aspira Incorporated, Harlem Parents Union, Philadelphia Welfare Rights Organization

This report on educational reform shows how three dynamic but quite different organizations are currently attempting to secure quality education for urban disadvantaged children. Aspira of New York, Philadelphia Welfare Rights Organization, and Harlem Parents Union are three self-help groups that seek quality education for poor children but differ as to leadership, constituencies, and strategies. Whether these organizations are calling for bilingual instruction, compensatory programs, or educational vouchers, they want to improve children's basic cognitive skills; and they are pressing for school reforms because they feel that economic success depends upon better basic education. Their current school strategies are not integrationist. Finally, although they continue to engage in community organization, they also are taking legal action to secure quality education. This report indicates that positive action, the implementation of a court order, may require more organizational resources than initiating a suit and getting the court to agree that school officials have violated the law. If the children of the poor are to have quality education, they will need advocates outside the ghetto, but they will also need an organized community. (Author/JM)

ED 129 940

95

UD 016 384

Glickstein, Howard A.

Equal Educational Opportunity: The State of the Law. ERIC-CUE Urban Disadvantaged Series, Number 48.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-CUE-UDS-48

Pub Date Aug 76

Contract—400-75-0008

Note—33p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, *Civil Rights, *Educational Discrimination, *Educational Legislation, Educationally Disadvantaged, *Educational Opportunities, Educational Problems, *Equal Education, Ethnic Groups, Federal Court Litigation, Integration Litigation, Minority Group Children, Minority Groups, Racial Discrimination, School Integration, Sex Discrimination, Supreme Court Litigation

This paper addresses the state of the law of equal educational opportunity. Among the laws, acts, and statutes addressed are the following: the Fourteenth Amendment to the U.S. Constitution, the implementation of school desegregation in the North and South, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Educational Opportunities Act of 1974, State and Local Fiscal Assistance Act of 1972, the Comprehensive Health Manpower Training Act of 1971, affirmative action, and the Equal Pay Act of 1963. There are some special problems that are also discussed, such as the following: inequitable systems of school financing, Federal tax benefits and schools that discriminate, Federal remedies against private schools, and discrimination against school personnel. (Author/AM)

ED 129 941

UD 016 475

A Case Study of the Effects of Interorganizational Change Model on a Contemporary Education Program.

Pub Date Jul 76

Note—228p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Case Studies, Change Agents, Change Strategies, *Compensatory Education Programs, Doctoral Theses, Instructional Programs, *Longitudinal Studies, *Models, *Organizational Change, *Performance Factors, *School Districts, School Organization, Student Improvement, Teacher Evaluation, Training Techniques

Identifiers—*Michigan (River Rouge)

Through a longitudinal study of compensatory education programs conducted by the school district of River Rouge, Michigan, the question as to whether the application of an interorganizational change model produces significant improvements was tested. The compensatory education program, both before the interorganizational model and after it, was analyzed in terms of changes in instructional programs, teacher performance, in-service training activities, and student performance. Data were obtained from official documents, written records, and written accounts. The case study was employed as the method to illustrate change. Data were analyzed by historical comparison methods, and a panel of experts served as independent evaluators. A number of findings were derived from the study: (1) instructional programming changed mainly from remediation at a fixed pace before the interorganizational model to remediation and individualization afterwards; (2) a statistical significant change in teacher behavior occurred after the model; and (3) although in-service was fragmented and content oriented before the model, in-service was systematically conducted after induction of the model. Major conclusions drawn from the study include the following: (1) application of the interorganizational model resulted in increased use of individualized instructional material; (2) use of the model resulted in significant improvement in teacher behavior; (3) in-service training activities were more effective after the model; and (4) student academic performance improved significantly. (Author/AM)

ED 129 942

UD 016 477

Berry, John W. And Others

Multiculturalism and Ethnic Attitudes in Canada: A Summary of a National Survey.

Spons Agency—Ministry of State for Science and Technology, Ottawa (Ontario).

Pub Date 11 Jun 76

Note—14p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bias, Cultural Context, Cultural Factors, *Cultural Pluralism, *Discriminatory Attitudes (Social), Ethnic Groups, Ethnic Relations, Ethnic Status, Government Role, *Identification (Psychological), Immigrants, *National Surveys, Policy Formation, *Racial Attitudes, Racial Discrimination, *Social Attitudes, Social Discrimination

Identifiers—*Canada

The attitudes of Canadians toward multiculturalism were investigated in this study. Four attitude domains were examined. The first dealt with the attitudes held by Canadians toward a variety of ethnic groups in the country. The second involved general beliefs regarding cultural diversity. The third consisted of attitudes toward immigration. The fourth domain included the psychological phenomenon of prejudice and discrimination. Two questions constituted the core of the present study: whether Canadians view cultural diversity as a valuable resource, and whether confidence in one's own identity is a prerequisite for accepting others. The results for each of the four attitude domains in the total sample are presented first, and the major trends that emerge across the four domains are described. Respondents in the study showed a reasonably high level of overtolerance for ethnic diversity and a general acceptance for multiculturalism as a social fact. The study also revealed a considerable lack of knowledge concerning multiculturalism as government policy. (Author/AM)

ED 129 943

95

UD 016 478

Foxworthy, Nancy M.

Schooling in the Dominican Republic. ERIC-CUE Urban Disadvantaged Series, Number 47.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-CUE-UDS-47

202 Document Resumes

Pub Date Aug 76

Contract—400-75-0008

Note—47p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Dominicans, *Educational Anthropology, *Educational Environment, Educational Objectives, Educational Opportunities, Ethnic Groups, Immigrants, Migrant Education, Migrant Problems, *Organizational Climate, Role Conflict, School Environment, *School Role, Social Environment, Social Influences, Social Structure, Spanish Americans, Spanish Speaking, *Student Role, Teacher Role

Identifiers—*Dominican Republic

Some of the schooling experiences of a rapidly expanding migrant population from the Dominican Republic are described in this paper. In doing this, the paper examines the societal and organizational context of the educational system in the Dominican Republic, and briefly outlines the organization of and practices in Dominican classrooms, the nature of teacher-student interaction styles, and the relationship between school and home life. Information about school organization and classrooms is obtained through interviews with professors, school directors, teachers, parents, and students. In addition to general interviewing, two public schools were selected for more systematic observations. To check whether the data collected in the two schools were representative of schools in the Dominican Republic, observations were then made in additional public and private schools. It was found that whatever difficulties educators and students in the Dominican Republic encounter in the educational process, education itself is accorded the highest priority throughout the country. Despite many obstacles, the majority of those classroom teachers and school directors conduct classroom programs that allow students to meet the country's educational standards. Dominican children coming to the U.S. bring with them certain expectations based on their experiences in their native educational system. They find themselves attending schools embedded in a different social context, which fact for many of them, leads to confusion and conflict. (Author/AM)

ED 129 944

UD 016 479

Barnes, Barbara

Defining Equality of Educational Opportunity for New Jersey. A Report of the New Jersey Educational Reform Project.

Spons Agency—Greater Newark Urban Coalition, N.J.; National Urban Coalition, Washington, D.C.

Pub Date [74]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Definitions, Educational Accountability, Educational Discrimination, Educational Economics, *Educational Finance, Educational Needs, *Educational Opportunities, Educational Planning, Educational Problems, *Equal Education, Finance Reform, *Historical Reviews, Individual Needs, Resource Allocations, Student Needs, Supreme Court Litigation

Identifiers—*New Jersey

A discussion of the concept of equality as it relates to educational opportunities in New Jersey and as it has been interpreted both historically and in the present day setting, is the focus of this paper. The notion of equality and equal opportunity has been a part of American history from the beginning. Although throughout history many people have believed that equal educational opportunity existed and those who were not successful had only themselves to blame, this myth has been at least to some extent discredited by the Court's argument in the Brown vs Board of Education of Topeka, Kansas. Today, the meaning of the concept equal educational opportunity for the schools and for society is a subject of considerable debate and controversy. Some argue that equal per pupil expenditure or tax base equalization will bring about reform, while others suggest this is not enough and subscribe to a definition of equal educational opportunity as equality in terms of educational resources. Others espouse the belief that equal educational opportunity means that the average and the range of distribution in school achievement should ultimately be the same for all social groups. The

meaning of equal opportunity in education regarding the nature of the opportunities themselves is an area of concern for New Jersey closely related to the question of finance and resource distribution. It is concluded that assessing the needs of all children and providing the resources to enable all to function effectively in society should be an important objective of current educational policy. (Author/AM)

ED 129 945

UD 016 481

Billingsley, Andrew And Others

Black Families and the Struggle for Survival.

Pub Date 74

Note—95p.

Available from—Friendship Press, Inc. 475 Riverside Drive, New York, N.Y. 10027 (\$2.70, paper)

Document Not Available from EDRS.

Descriptors—*Black Community, *Church Responsibility, *Church Role, Family Environment, Family Influence, Family Involvement, Family Problems, *Family Resources, *Family Role, Family Structure, Guidelines, Guides, Interaction, Minority Groups, Negro Culture, *Negroes, Negro History, Negro Institutions, Negro Role, Objectives, Religious Factors, Slavery

Identifiers—*Family Church Relationship

Breaking away from those who see the structure of family life in the black community as pathological, this study wishes to assist a lay audience in identifying the strengths of black families. The book provides both insights and resources for engaging churches and black families in the common task of enhancing black family life. Where the church's ministry with families is concerned, the book addresses various questions, such as: (1) what the goal of the black family life should be; (2) how the church might go about assisting the black family in the struggle of positive human development; (3) where the black family should fit within the programmatic priorities of the church; and (4) what the role of the black church should be, given the historical character of the black family's existence and the continuing forces of disintegration that threaten it. A study guide, outlining ways in which the book might be used in the black church's educational ministries with black families, is appended. In addition to the assistance this guide offers, it calls attention to a number of other relevant resources that might prove helpful to the leader in conducting study sessions based upon this text. Chapters in the book focus on: (1) black families in perspective, (2) African heritage, (3) slavery—the Americanization of the Africans, and, (4) teaching children to "walk tall." (Author/AM)

ED 129 946

UD 016 482

Stability of Racial Mix in Illinois Schools. Summary Report.

Illinois State Office of Education, Springfield; Real Estate Research Corp., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Assignments, Case Studies, *Community Characteristics, Definitions, Elementary Secondary Education, Instructional Programs, Integration Methods, Integration Plans, Neighborhood, *Racial Balance, *Racial Composition, Racial Distribution, *Racial Integration, Racially Balanced Schools, Racial Segregation, School Integration, *Success Factors

Identifiers—*Illinois, *Racial Mix

Public elementary and secondary schools in Illinois that have remained stably racially mixed over time are identified in this study. The neighborhood characteristics, pupil assignment policies, instructional programs, and other circumstances that have contributed to that stability are also determined. Several alternative definitions of "stable racial mix" are given, and these definitions are then applied to enrollment statistics for every public school in Illinois. Illinois schools meeting stated criteria are then classified according to various enrollment and locational attributes. From this universe, forty schools are selected for a detailed field investigation and personal interviews. Conclusions are derived regarding those factors which appear to promote stable racial mix under a variety of community and neighborhood circumstances. The applicability of

desegregation techniques and the lessons learned from their implementation in the forty case study schools to additional Illinois schools are also considered. Topics meriting further research are suggested. (Author/AM)

ED 129 947

32

UD 016 485

Project Catch-Up. Awareness Brochure.

Newport-Mesa Unified School District, Newport Beach, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—37p.; For Analysis and Selection Kit, see UD 014 486

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Gains, *Demonstration Programs, Elementary Education, Federal Programs, *Learning Laboratories, *Low Achievers, *Low Income, Mathematics Instruction, Program Attitudes, Program Content, Program Descriptions, Reading Instruction, *Remedial Instruction

Identifiers—California (Costa Mesa), California (Newport Beach), Elementary Secondary Education Act Title I, ESEA Title I, Newport Mesa California Unified School District, *Project Catch Up

Project Catch-Up, an ESEA Title I program, operates in Newport Beach and in Costa Mesa, California. It is said to be designed to provide remedial instruction in reading and arithmetic to underachieving children, kindergarten through sixth grade, in schools serving low socioeconomic level suburban areas. Among its key features are the following: (1) instruction takes place in colorful and well-equipped laboratories; (2) teachers, instructional aides, and parent aides are part of the instructional staff, and staff members work four hours a day; (3) one teacher is responsible for no more than 18 students; (4) children participate in daily half-hour sessions on about a ratio of 3 students to 1 teacher; (5) children work with materials different from those used in regular classrooms; (6) students work at their own pace on materials geared to their own needs and abilities; and (7) student progress is measured by continuous criterion referenced testing and pre- and posttesting on normative levels. Project components that are discussed in this brochure and guide are project philosophy, interfaculty relations, staff quality, inservice training, teacher management calendar, student selection, successful project techniques, parent involvement, instructional materials, instructional equipment, testing of children, and reporting of results to parents. (Author/AM)

ED 129 948

32

UD 016 486

Project Catch-Up. Analysis and Selection Kit.

Newport-Mesa Unified School District, Newport Beach, Calif.; RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—300-76-0002

Note—25p.; For the Awareness Brochure, see UD 016 485

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Gains, Criteria, Demonstration Programs, Educational Philosophy, Elementary Education, Individualized Instruction, *Learning Laboratories, *Low Achievers, Low Income, *Mathematics Instruction, Primary Education, *Program Descriptions, *Reading Instruction, *Remedial Instruction, Success Factors

Identifiers—California (Costa Mesa), California (Newport Beach), Elementary Secondary Education Act Title I, ESEA Title I, Newport Mesa California Unified School District, *Project Catch Up

Project Catch-Up is an ESEA Title I reading and math laboratory project for kindergarten through sixth-grade students, operating in Southern California's Newport-Mesa Unified School District. Its philosophy is that students having difficulty in reading and math can catch up with other students. Teachers take responsibility for the achievement gains of 18 low-achieving elementary students, and aides for the gains of 10 low-achieving elementary students. Staff members are free to use whatever techniques they choose and to purchase instructional materials, which they match to clearly defined objectives. Teachers and aides plan a variety of activities for each child focused on two or three

specific skills that the child needs to work on. It is recommended that Project Catch-Up should be selected for a particular school district only if it can meet project requirements in the areas of instruction, management, and communication, and organization, and if resources in the following areas are available: (1) personnel, (2) material/equipment, and, (3) facilities. Project Catch-Up is one of six projects which have been selected by the U.S. Office of Education as unusually successful for teaching reading and/or math to underachieving students in low-income areas. (Author/AM)

ED 129 949 UD 016 487

Fitz-Gibbon, Carol Taylor

The Role Change Intervention: An Experiment in Cross-Age Tutoring.

Pub Date 75

Note—340p.; For a related study, see UD 016 488; Ed. D. Dissertation, University of California at Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF-\$5.00; HC-\$12.00)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Cross Age Teaching, Doctoral Theses, Elementary Secondary Education, Fractions, Grade 4, Grade 9, Grouping (Instructional Purposes), Individual Instruction, Individualized Programs, Low Achievement Factors, *Low Achievers, Low Income, *Mathematics Instruction, Role Models, Student Attitudes, *Student Role, Teaching Programs, Teaching Techniques, *Tutorial Programs, *Tutors

This study of a role change intervention, a type of cross-age tutoring, was conducted as a "true" experiment. Forty tutors from four low-achieving ninth-grade general math classes and 68 tutees from three fourth-grade classes were randomly selected. The classes were in inner city schools in which about ninety percent of the students were black and the remainder Spanish-surnamed. For three weeks, each ninth-grade tutor worked on a one-to-one basis daily with a fourth-grade tutee, teaching fractions. In addition to pretests and posttests, retention tests were given almost three months after the end of the project. In addition to the tutoring versus no tutoring manipulation, there were planned variations within the tutoring condition. Time-allocated was one manipulated variable. Another manipulated variable was the method of assigning tutees to tutors. Tutees randomly assigned to be either matched on sex and ability with their tutors, or mismatched on both variables. Posttest and retention test data indicated significantly higher achievement for students in the tutoring treatment. Tutoring had a positive impact on the attitudes of ninth graders toward tutoring. Among tutors, it was those students who were rated by their teachers as being the less well-behaved in the regular classroom who were the more keen to continue tutoring. Residual gain analysis applied to tutee posttest scores indicated a slight tendency for lower achieving tutors to be the more effective teachers. (Author/AM)

ED 129 950 UD 016 488

Fitz-Gibbon, Carol Taylor

The Role Change Intervention: Experimental Data and a Design for Compensatory Education.

Pub Date Mar 76

Note—14p.; For the doctoral dissertation on which this paper is based, see UD 016 487; Paper presented at the Annual Meeting of the Central States Psychological Association (San Diego, California, March 7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, *Cross Age Teaching, Elementary Secondary Education, *Fractions, Grade 4, Grade 9, Grouping (Instructional Purposes), Individual Instruction, Individualized Programs, Learning Processes, Mathematical Concepts, Mathematics Instruction, Minority Groups, Negro Students, Role Models, *Student Role, Teaching Programs, Teaching Techniques, *Tutorial Programs, Tutoring, Tutors

Forty randomly selected, nonvolunteer, low achieving ninth graders selected from four classes in an inner city junior high school, were assigned the role of tutor to elementary school children in order to determine if this practice was promising as a method of compensatory education. In three of the four classrooms, the tutors and nontutors

received the initial instruction together for three days. The instruction covered eleven objectives in fractions and the addition of fractions. For the next three weeks, tutors spent their math period tutoring fourth graders at a nearby elementary school, while nontutors worked in class practicing the same work that the tutors were teaching. These students formed a competing-treatment control group. Tutors from the remaining classroom were pulled out of class for the initial instruction, and students left in this fourth class continued to receive their regular math curriculum. They did not study the eleven objectives, and these students formed the no-treatment control group. Among the conclusions of the study drawn from results observed are the following: (1) this role change intervention was qualitatively different from other approaches that had been tried; (2) having to teach did produce learning in the teacher; (3) this intervention faced up to the responsibility of the schools to teach basic skills; and (4) this intervention affected secondary school children and elementary school children simultaneously. The study suggests that, initially at least, tutoring should be an assigned rather than a voluntary activity. (Author/AM)

ED 129 951 UD 016 490

Educational Disadvantage and the Educational Needs of Immigrants. Observations on the Report on Education of the Select Committee on Race Relations and Immigration.

Department of Education and Science, London (England).

Pub Date Aug 74

Note—19p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB England (\$0.10)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Disadvantage, *Educationally Disadvantaged, *Educational Needs, Educational Objectives, *Educational Policy, *Educational Problems, Ethnic Groups, Foreign Countries, Government Role, *Immigrants, Individual Needs, Minority Groups, *Race Relations, Special Programs, Student Needs

Identifiers—*Great Britain

This paper recognizes the need to educate children, especially immigrant pupils, and adults for life in a multicultural society, while making observations on a British select committee report on race relations and immigration. The paper accepts the committee's view that many of those born in Great Britain who belong to minority ethnic groups will experience difficulties which must receive special attention from the education service in that country; and also that others, too, including many children and adults of indigenous origin, have particular problems to which the education service must respond. The pattern for special help provided by the government is said to take care of all those suffering educational disadvantage, taking account of the distinct needs of different ethnic groups and of individuals, whatever their origin. The need for local authorities and schools to identify individual children who fall into this category is stressed. It is also noted that the success of government policies on education of the disadvantaged does not depend so much on the government as on the local education authorities, the teaching profession, and voluntary agencies. The latter part of the paper discusses specific recommendations of the select committee report such as that: (1) a good command of the English language should be a priority; (2) the strengthening of careers advisory services should be stressed; and (3) a survey of the various methods of dealing with the education of immigrant children in English should be conducted. (Author/AM)

ED 129 952 UD 016 493

Walther, Regis H. Magnusson, Margaret L.

A Longitudinal Study of Selected Out of School NYC-2 Programs in Four Cities. Final Report.

George Washington Univ., Washington, D.C. Manpower Research Projects.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-41-0-003-09-4

Pub Date Jun 75

Grant—DL-41-0-003-09

Note—363p.

Available from—National Technical Information Service, Springfield, Va. 22161 (\$3.00)

EDRS Price MF-\$0.83 HC-\$1.41 Plus Postage.

Descriptors—*Dropouts, Employment Problems, *Employment Programs, Job Placement, Job Training, *Longitudinal Studies, Motivation, Out of School Youth, Program Development, *Program Evaluation, Urban Youth, *Work Attitudes, Youth Employment, Youth Problems, Youth Programs

Identifiers—Georgia (Atlanta), Maryland (Baltimore), Missouri (Saint Louis), *Neighborhood Youth Corps, Ohio (Cincinnati)

This paper reports a longitudinal study of the effectiveness of out-of-school Neighborhood Youth Corps (NYC) programs in four cities (Atlanta, Baltimore, Cincinnati, and St. Louis) in enhancing the employability of their enrollees. In 1970, when the study was undertaken, the NYC had just been redesigned to place more emphasis on education, skill training, and supportive services and less on work experience; and to concentrate on 16- and 17-year old school dropouts. One purpose of the study was to compare the new design program (NYC-2) with the old program (NYC-1). The selection of programs to study was based on considerations of their size, location, component characteristics, and research receptivity. Two of the programs (Cincinnati and St. Louis) had participated in a longitudinal study of NYC-1 programs. Overall results did not indicate the NYC-2 programs were more effective than NYC-1 programs in achieving employability for enrollees. The fact that study subjects often failed to utilize existing program resources suggested that the prospects for substantial improvement are more closely associated with policies of enrollee selection and retention. The limitation of NYC-2 programs to 16- and 17-year-old youth tended to overload the site programs with poorly motivated and underachieving trainees. (Author/JM)

ED 129 953 UD 016 494

Depatie, Raymond And Others

Identification of the Schools in Which a Considerable Proportion of the Students Come from Disadvantaged Areas. Report on Disadvantaged Schools on the Island of Montreal.

Island of Montreal School Council (Quebec).

Pub Date Dec 75

Note—47p.; A French language version of this document is also available from the School Council of the Island of Montreal

Available from—School Council of the Island of Montreal, 1415 est. Rue Jarry, Montreal, Quebec H2E 1A7 (Price not quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, Community Characteristics, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, *Identification, Religious Factors, Research Methodology, *School Demography, School Statistics, Socially Disadvantaged, Socioeconomic Status, Statistical Data, *Student Enrollment, *Surveys

Identifiers—*Quebec (Island of Montreal)

The focus of this study was to identify schools, located on the Island of Montreal, which may be called "disadvantaged area schools", or, in other words, to identify schools in which a considerable proportion of the students come from disadvantaged areas. Three factors are discussed which are said to produce considerable difficulties in linking schools as such and disadvantaged areas: (1) the lack of homogeneity of the census tracts from a socioeconomic and cultural viewpoint, (2) the coexistence of three school networks in each census tract, and (3) the divergence between the boundaries of the school feeder areas of those of the census districts. In view of these problems, it was considered patent that there was only one way to identify schools in which a considerable proportion of the students come from disadvantaged areas. It was a question of establishing the socioeconomic and cultural profile of the feeder area population of each and every school which serves part or all of one or more of the census tracts that include a disadvantaged area, while taking into account the particular network to which each school belongs—that is, the language and/or religious characteristics of the school. The method by which this has been carried out is examined step by step. (Author/JM)

ED 129 954 UD 016 495

Colloque sur les Milieux Defavorises. Rapport Synthese. (Conference on the Disadvantaged Environment. Summary Report).

Island of Montreal School Council (Quebec).

Pub Date 9 Feb 76

Note—52p.; In French

Available from—School Council of the Island of Montreal, 1415 est.Rue Jarry, Montreal, Quebec H2E 1A7 (price not quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conference Reports, *Disadvantaged Environment, Educational Development, Foreign Countries, Information Needs, Needs Assessment, Parent Participation, Parent Role, School Role, Values

Identifiers—*Quebec (Island of Montreal)

Reported here is a one-day conference of school superintendents and administrators called by the Quebec Minister of Education to discuss the Island of Montreal School Council's working paper, "Education and Development—an Approach to the Interventions of Education and Disadvantaged Environments." Topics discussed in the workshops include: the meaning of the concept "disadvantaged" the role of parents, agents of education, evaluation of needs, perception of the school in the disadvantaged environment, and respect for different values. Discussion encompassed such aspects considered to be relevant to each workshop as participant opinions, their recommendations, comments of the Minister of Education, possible solutions to problems advanced, and the like. An address, systematizing the prospects for research and action, is appended. (Author/RV)

ED 129 955

UD 016 497

Shannon, Lyle W.

The Changing World View of Minority Migrants in an Urban Setting.

Pub Date 76

Note—24p.; Paper presented at the Meeting of the Society for Applied Anthropology (Saint Louis, Missouri, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, Caucasians, *Changing Attitudes, Cultural Factors, Economic Factors, Field Interviews, Individual Power, *Longitudinal Studies, *Mexican Americans, Migrants, Minority Groups, *Negro Attitudes, Religious Factors, *Rural to Urban Migration, Social Differences

A series of "world view" or value orientation questions were utilized in generating scale scores that sharply differentiated representative samples of Mexican Americans (280), Negroes (280), and Anglos (413) in a longitudinal study. The original interviews were conducted in 1959, 1960, and 1961. In 1971, seventy-four percent of the original respondents were located again and interviewed. Mexican American respondents were at the "low" end of the scale and Anglos at the "high" end. Results from the 1971 re-interviews revealed that significant convergence had taken place. Mexican American males, females in high income Mexican American families, and Negroes, regardless of sex but more so those in high income than low income families, expressed views more like those of the Anglos than in 1960. When world view was regressed on a variety of background and experimental variables, most of the individual variation in world view among members of each race/ethnic group remained unexplained. This suggests that while members of minority groups are not alike in their responses to statements about world view, the most readily measurable antecedent experiences which supposedly account for within group differences are not as important as more idiosyncratic, unmeasured life experiences. (Author)

ED 129 956

UD 016 498

Ayers, George E. Bronaugh, Juanita
Conflict Management. Human Relations Training Guide.

Racine Unified School District 1, Wis.

Pub Date Jul 76

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Conflict, *Conflict Resolution, Cultural Factors, Cultural Pluralism, Ethnic Groups, *Guides, *Inservice Teacher Education, Integration Readiness, Language Patterns, Minority Groups, *School Integration, Social Differences, *Teacher Education Curriculum

This guide for teaching school staff about conflict management is a series of unit modules or minicourses which can be combined to form a program of instruction. This is said to allow the training program to provide remedial or advanced materials for those staff members who need or desire them. Each unit includes a content area,

objectives, and related competencies, training activities, training resources, and evaluation. The first two units, on understanding conflict, define conflict and focus on conflict in desegregated school settings. The remaining six units, on managing conflict in desegregated school settings, deal with such topics as recognizing ethnic and cultural differences, understanding academic achievement among ethnic minority and culturally different students, understanding linguistic differences, preparing schools for desegregation, and developing a pluralistic academic curriculum. Materials appended include an outline of an instructional program on conflict management, a guide to problem solving in a desegregated school setting, an example of a role playing simulation on the dynamics of school conflict, and a list of goals for human understanding in conflict situations. (Author/JM)

ED 129 957

UD 016 499

Bronaugh, Juanita Ayers, George E.

Multiethnic Materials. A Selected Bibliography.

Racine Unified School District 1, Wis.

Pub Date Aug 76

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Audiovisual Aids, Bias, *Bibliographies, Cultural Education, *Ethnic Groups, Human Relations, Instructional Materials, *Intergroup Education, Mexican American History, Mexican Americans, Minority Groups, *Multicultural Textbooks, Negro Culture, Negro History, Racial Integration

Identifiers—Emergency School Aid Act Title VII

This selected bibliography was prepared for the Racine, Wisconsin School District by the Title VII (Emergency School Aid Act) project for use by teachers, administrators, counselors, psychologists, social workers, librarians, and other professional and support personnel employed by the district. All of the materials listed in the bibliography—professional articles, books, pamphlets, films, filmstrips, audiotapes, and other reference materials—have been obtained by the Title VII project and for use throughout the school district. The contents of this bibliography are organized into ten parts, as follows: (1) Discrimination/Prejudice/Racism, (2) Segregation/Desegregation/Integration, (3) Intercultural/Human Relations/Education, (4) Black Americans, which includes sections on aspects such as culture and history, biography, fiction, poetry, art/legends/music/plays, audio-visuals, and periodicals, (5) Mexican-Americans, (6) Native Americans, (7) Other Ethnic Groups, (8) Ethnic Cookbooks, (9) Directory of Publishers, and (10) a directory of Audio-Visual Suppliers. (Author/JM)

ED 129 958

UD 016 500

Roles of Cities in Human Services. Human Services Bibliography Series, Number 3, September 1976.

Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Report No.—DHEW-05-76-130

Pub Date Sep 76

Note—42p.

Available from—Project SHARE, P.O. Box 2309, Rockville, Md. 20852 (Price not quoted)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Abstracts, Administrative Organization, *Annotated Bibliographies, *City Government, City Planning, Community Involvement, *Delivery Systems, Federal Government, *Government Role, Health Programs, *Human Services, Metropolitan Areas, Program Descriptions, State Government

Identifiers—Project SHARE

This bibliography summarizes some recent documents on the role of cities from a variety of sources, such as HEW-funded demonstration projects, universities, and public interest groups. The bibliography is not considered to be exhaustive but to reflect the kinds of information obtainable through PROJECT SHARE on the present topic. Cited documents deal with a variety of topics ranging from administration of services and policy analysis to service delivery experiences. The compilers hope that this collection of annotations will offer useful insights into the role of cities in human services. Order information is provided for documents announced in the "Journal of Human Services Abstracts," for those available from PROJECT SHARE, and for "executive summaries" of any document listed in the bibliog-

raphy. An index providing author and corporate source access to the bibliography is provided. (Author/JM)

ED 129 959

UD 016 501

Needs Assessment. Human Services Bibliography Series, Number 2, August 1976.

Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Report No.—DHEW-OS-76-130

Pub Date Aug 76

Note—76p.

Available from—Project SHARE, P. O. Box 2309, Rockville, Md. 20852 (Price not quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Abstracts, Administrative Organization, *Annotated Bibliographies, Community Surveys, Delivery Systems, Economically Disadvantaged, Evaluation Methods, *Human Resources, *Human Services, Individual Needs, *Needs Assessment, Research Methodology, Rural Areas, *Social Services, Urban Areas

Identifiers—Project SHARE

This bibliography has been developed in response to frequent inquiries on needs assessment directed to PROJECT SHARE Clearinghouse since the Clearinghouse began offering reference services in January 1976. It is organized in two parts. The first section is a selection of abstracts dealing with needs assessment from the PROJECT SHARE collection. A wide range of needs assessment literature is covered within the bibliography. Some of the documents deal solely with methodologies for performing needs assessments while others document and evaluate results of various needs assessment studies. The "Analysis and Synthesis of Needs Assessment Research in the Field of Human Services" presents an overview of needs assessment research and methodologies, while other documents are training packages. The second section is an "Annotated Bibliography of Needs Assessment" developed by the Florida Department of Health and Rehabilitative Services. This section of the bibliography is extensive and covers a broader subject area than that of the first section. Documents which appear in both the Florida bibliography and the PROJECT SHARE collection are indicated by an asterisk. (Author/JM)

ED 129 960

UD 016 510

Cuban, Larry

Urban School Chiefs Under Fire.

Pub Date 19 Jul 76

Note—223p.

Available from—University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Case Studies, Educational Administration, Educational History, Educational Problems, Governance, *Political Issues, School Community Relationship, School Integration, School Organization, *School Superintendents, School Systems, *Superintendent Role, *Urban Schools

Identifiers—California (San Francisco), District of Columbia, *Illinois (Chicago)

This study examines three veteran urban school superintendents who were highly respected by their colleagues but who came under intense pressure from forces outside the school systems in the 1960's. Chapter 1 explores the context of the desegregation controversy and the furor over an independent evaluation that faced Benjamin C. Willis in Chicago. The second chapter describes Carl Hansen's responses in Washington, D.C. to federally funded efforts to change the public schools and sharp pressure to desegregate. San Francisco is the focus of the third chapter, in which a curricular fracas triggered by news of Russia's launching of the Sputnik and a concerted drive to desegregate the schools are examined as two instances of pressure that confronted Harold Spears. Chapter four compares and contrasts the three political contexts, school organizations, and pressure groups. The origin and development of the urban superintendency during the last century is investigated in chapter five, in order to determine how big city school men have perceived their roles. The final chapter presents several theories to clarify further the responses of the three school superintendents examined in the study. (Author/JM)

ED 129 961

UD 016 511

Aboud, Frances E.

Role Taking and Self-Identification.

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date Oct 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, Cross Cultural Studies, *Elementary School Students, Ethnic Groups, Grade 1, Grade 2, Grade 3, *Identification (Psychological), Minority Group Children, Peer Groups, Role Conflict, *Role Perception, *Role Playing, Role Theory

Identifiers—Canadian Indians

Role-taking skills of ethnic minority children were studied to determine the effect of conflict in the self-identification process on the ability to adopt the perspectives of another person. The subjects were Canadian Indian children around the age of eight for whom there was evidence of conflicting ethnic identification tendencies. These children were asked to attribute the desirability of uncles from four different ethnic groups to peers from their own and other ethnic groups. One peer from each of these categories spoke English and a second peer spoke a non-English language. It was found that, contrary to studies with Swiss, British, and American whites, these Indian children were able to take accurately the role of peers from both a liked and a disliked ethnic group. These results are discussed in terms of the conflicting pressures on ethnic minority children as they develop an awareness of their own ethnic affiliations, and the effects of such conflict on role-taking. A secondary aim of this study was to determine whether the attribution of preference to another was based on egocentric attitudes or on perceived similarity of peer and uncle. Multiple regression analyses indicated that neither of these factors contributed significantly to role-taking judgments. (Author/JM)

ED 129 962 UD 016 512

Peterson, Paul E.

School Politics Chicago Style.

Pub Date 14 Sep 76

Note—304p.

Available from—University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$15.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Board of Education Policy, Boards of Education, *Case Studies, Collective Bargaining, Decentralization, Decision Making, Educational Administration, Educational Policy, *Models, *Policy Formation, *Political Issues, Public Policy, School Systems, Urban Schools

Identifiers—*Illinois (Chicago)

This study of policy making is set in Chicago's school system during the late 1960's. The three case studies presented here identify a school board's response to core issues faced by school policy makers in the largest of the central cities in the United States. After applying both bargaining and unitary models to the Chicago school board's policy making processes, it is argued that the relative utility of the models is in part a function of the analyst's purposes. In this study, bargaining models prove crucial for specifying the significance of such matters as the power of the political machine, mayoral influence on board behavior; internal conflicts within the Board of Education; and group pressures of teachers, neighborhood organizations, and city wide school reformers. But the utility of these bargaining models for generalizing big city school politics as a whole is seen to be limited. It is held that what Chicago shared with other once central cities was school system entropy and a relative decline in its socioeconomic status. The study concludes that when looked at in historical perspective, it is all the more clear that the socioeconomic decline of the city, strikingly captured by the rational decision making model, significantly constrained the making of school policy. (Author/JM)

ED 129 963 UD 016 513

Taylor, Lorne J.

Family Environments and Language Skills.

Pub Date Jun 76

Note—14p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary School Students, Environmental Influences, *Family Environment, *Family Influence, Grade 1, *Language Ability, Language Development, Mothers, Parent Child Relationship, Parent Role, Predictive Ability

(Testing), Psychological Studies, Social Class, *Social Differences, Socioeconomic Status

Identifiers—*Newfoundland

This study examines the relationship between family environment and children's language ability. Language is examined on the basis of a model which specifies that the following characteristics of family environments influence language development most: quality of language usage of the mother, opportunities for the enlargement and use of vocabulary and sentence patterns, and parents' keenness for correct and effective language usage. Twenty middle class and twenty lower class children were administered the Illinois Test of Psycholinguistic Abilities and the Wechsler Intelligence Scale for Children. An interview was conducted with mothers. Results show that the middle SES group scored significantly higher than the lower SES group on the language test, and had a greater press for language development in the home. However, it was found that social status variables were as effective as the environmental process characteristics in predicting language ability. An alternative model is suggested for future research which specifies that family environments should be analyzed according to the stimuli parents provide, the nature of the reinforcement for appropriate performance, and parents' expectations for a child's performance. (Author/JM)

ED 129 964 UD 016 514

Texas Education Agency (Austin Independent School District), et al., Petitioners v. United States of America, et al., in the Supreme Court of the United States, October Term, 1976.No.76-200 Brief for the United States.

Supreme Court of the U. S., Washington, D.C.

Pub Date Oct 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bias, Educational Problems, Federal Court Litigation, Integration Plans, Legal Problems, *Mexican Americans, *Negro Education, Racial Discrimination, Racial Integration, School Districts, *School Integration, Social Discrimination, Social Integration, *Supreme Court Litigation

Identifiers—*Texas (Austin)

Two questions are examined in this brief for the United States, on petition for a writ of certiorari to the United States Court of Appeals for the Fifth Circuit: (1) whether the Austin Independent School District (AISD) has engaged in racial discrimination against its black and Mexican American students, and (2) whether the Court of Appeals erred in remanding the case for development of a plan that supplies relief from the effects of the discrimination in the elementary schools against Mexican American students. The United States instituted this school desegregation suit in the U.S. District Court for the Western District of Texas pursuant to Section 407 of the Civil Rights Act of 1964. On September 4, 1970, the District Court entered an interim order directing AISD to implement standard provisions requiring desegregating districts in the Fifth circuit to eliminate racial discrimination in several aspects of school operations. After a six-day trial in 1971, the District Court held that AISD had not discriminated against Mexican Americans. The Court of Appeals reversed this decision. On remand, the District Court once more concluded that the AISD had not discriminated against Mexican Americans. A panel of the Court of Appeals reversed again. It remanded for the formulation of an appropriate plan for complete desegregation. After arguing the brief for the United States, it is submitted that United States of America, et al., do not oppose the granting of the petition for a writ of certiorari. (Author/JM)

ED 129 965 UD 016 515

Caribbean American Scholars Exchange Program: A Program of the Phelps-Stokes Fund.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date [72]

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Communication Problems, Cross Cultural Studies, Delivery Systems, Educational Development, *Exchange Programs, Folk Culture, *Health Needs, Higher Education, Human Services, Language Patterns, Music Education, Negro Colleges, *Negro Dialects, *Negro Education, Official Languages

Identifiers—*Caribbean

This booklet comprises eleven articles selected from a set of papers delivered by a number of professional educators and researchers during seminars arranged in the West Indies and the United States in compliance with the goals of the Caribbean American Scholars Exchange Program. The 11 articles are grouped in 4 sections. The first section regarding cultural and philosophical frameworks, deals with the official languages as opposed to the folk languages in the Caribbean. A second section, labeled missions and directions, focuses on health as an environmental, social, and economic factor; the role and function of the traditionally black colleges; liberal arts or vocational education for the American black; and options for consideration in Caribbean education. Section 3 on political and cultural variances in systems and services, discusses a farmer's cooperative in North Carolina as a model for developing regions, popular and folk vs. classical music instruction and training, human resources development in employment and training, and the media's responsibility in communication needs for varied audiences. The final section is devoted to a transcript of a recorded magnetic tape of a narrative by a "typical Jamaican boy." (RC)

ED 129 966 UD 016 516

Gary, Lawrence E., Ed.

Social Research and the Black Community: Selected Issues and Priorities.

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Pub Date 74

Note—226p.; A selection of papers from a workshop on "Developing Research Priorities for the Black Community", Washington, D.C. June 25-29, 1973

Available from—Institute for Urban Affairs and Research, P. O. Box 191, Howard University, Washington, D.C. 20001 (\$6.95, paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Black Community, City Problems, Criminal Law, Family Characteristics, Family Life, Human Resources, *Negroes, *Research Needs, *Research Problems, Scientists, Socialization, *Social Sciences, Urban Areas, Urban Population, Workshops

This volume is comprised of selected papers which were presented at a workshop sponsored by the Institute for Urban Affairs and Research, Howard University, Washington, D.C. Part 1 of the volume presents an overview of the functional significance of social research in the black community. The four papers in this section deal with issues such as institutionalizing the setting of priorities for research in black colleges and universities and the conceptual and methodological limitations of present research on black people. Part 2 has several papers which examine black family life and the socialization process on the black community. In Part 3, papers review the relationship between the criminal justice system and the black community. In part 4, the papers are organized around human resource development and techniques for assessment of human as well as societal growth and development. (Author/JM)

ED 129 967 UD 016 517

Ecology of Child Development. Proceedings of the American Philosophical Society Held at Philadelphia For Promoting Useful Knowledge; Volume 119, Number 6, December 5, 1975.

American Philosophical Society, Philadelphia, Pa. Pub Date 5 Dec 75

Note—77p.; Papers presented at the Annual General Meeting, April 25, 1975

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Birth Rate, *Child Advocacy, *Child Development, *Childhood Needs, Child Responsibility, *Child Role, Child Welfare, Economic Factors, Environmental Influences, *Family Characteristics, Longitudinal Studies, Measurement Techniques, Parent Attitudes, Population Trends, Social Influences

This collection includes five papers dealing with different foci on the ecology of child development. The first presentation discusses childhood social indicators as means of monitoring the ecology of development. The second, on the social context of childhood, shows that how society treats its youngest members depends both upon its perception of what children are like and its perception of what is required for effective functioning of society itself. The value of children

to parents and the decrease in family size is the subject of the third paper. This paper notes that in order to predict fertility trends and birth rates, one needs to understand the motivational factors underlying the desire to have children and to analyze these motivations in relation to other social conditions—such as analyzing the needs that children satisfy, as well as costs (both emotional and financial) that are involved in parenthood. The fourth paper, on "reality and research in the ecology of human development", documents the changes over time that have been taking place in one enduring context which is critical for human development—i.e., the family. The final paper focuses on mounting effective child advocacy. (Author/JM)

ED 129 968

UD 016 554

MacKay, A.

An Evaluation of the Educational Opportunities Fund. A Report to the Minister of Education, Province of Alberta.

Alberta Univ., Edmonton.

Spons Agency—Alberta Dept. of Education, Edmonton.

Note—93p.; Some pages may reproduce poorly due to quality of print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Attitudes, *Compensatory Education, *Educational Finance, Educational Needs, Educational Opportunities, *Elementary Education, Federal Aid, *Financial Support, Needs Assessment, Parent Attitudes, *Program Evaluation, Research Design, Secondary Education, Surveys, Teacher Attitudes

Identifiers—*Alberta

This evaluation study of the Educational Opportunities Fund (E.O.F.) was designed to answer eight general questions: (1) to what extent the E.O.F. program has achieved its intended objectives; (2) what byproducts in terms of educational programs, innovations, and so forth the program has produced? (3) how well have the individual E.O.F. projects in school districts have realized their stated objectives; (4) what administrative, fiscal, or other effects have been produced at the school district level by the introduction of the E.O.F. program; (5) how valuable the funding of projects is on the basis of proposals as compared with the formula financing; (6) what the specific changes in E.O.F. program policies and procedures are which would improve the quality and long-term productivity of the projects; (7) how well E.O.F. (Compensatory) has realized its stated objectives; and, (8) needs assessment regarding the secondary component to E.O.F.—what the perceived needs, if any, of clients relative to a secondary component are; if positive, what the nature, scope, and modality should be. The data sources on which this report is based are interviews and an analyses of documents. A structured interview schedule was used for the 337 interviews. Persons interviewed included central and regional personnel, board members, teachers, principals, parents, and others. (Author/JM)

ED 129 969

UD 016 555

Bonacich, Edna And Others

Small Business Among Koreans in Los Angeles.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business, *Cultural Factors, *Economic Factors, Economic Opportunities, Employment Patterns, Ethnic Relations, Immigrants, *Korean Americans, Marketing, Occupations, Race Relations, Retailing, Service Occupations, *Social Factors, Urban Population

Identifiers—*California (Los Angeles)

The purpose of this paper is to describe the character of small business among Koreans in Los Angeles, to examine the means by which Koreans are able to enter small business in an economy which clearly is moving in the opposite direction, and to consider why it is that immigrant small business should flourish within monopoly capitalism. Korean entrepreneurs concentrate heavily in trade and service. Their businesses are small in size and rely little on wage labor. Their clientele is not confined to the ethnic community. These characteristics suggest that Koreans serve as an example of the role of middleman minorities in advanced capitalism. Three possible forces within U.S. monopoly capitalism which encourage Koreans to enter small business are considered. The first is that the system helps to create Korean small business, (1) using Koreans to play a middleman role to the masses, especially low income minorities, (2) helping to distribute corporate profits, and, (3) bearing the brunt of hostility, crime, and low profits accruing to retailers in poor areas. The second approach is to see the monopoly capitalism as somewhat porous, leaving niches which the enterprising small businessman can take advantage of. A third interpretation is that Koreans actively create small business niches within monopoly capitalism. (Author/JM)

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Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

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CE007559	ED128565	CE007944	ED128624	CG010786	ED128682
CE007560	ED128566	CE007945	ED128625	CG010788	ED128683
CE007561	ED128567	CE007946	ED128626	CG010789	ED128684
CE007562	ED128568	CE007947	ED128627	CG010790	ED128685
CE007563	ED128569	CE007948	ED128628	CG010791	ED128686
CE007564	ED128570	CE007950	ED128629	CG010792	ED128687
CE007565	ED128571	CE007991	ED128630//	CG010793	ED128688
CE007566	ED128572	CE007992	ED128631//	CG010794	ED128689
CE007567	ED128573	CE007993	ED128632//	CG010795	ED128690
CE007568	ED128574	CE007994	ED128633//	CG010796	ED128691
CE007569	ED128575	CE007995	ED128634//	CG010797	ED128692
CE007575	ED128576	CE007999	ED128635	CG010799	ED128693
CE007577	ED128577	CE008002	ED128636	CG010800	ED128694
CE007591	ED128578	CE008014	ED128637	CG010801	ED128695
CE007601	ED128579	CE008028	ED128638	CG010802	ED128696
CE007611	ED128580	CE008041	ED128639	CG010803	ED128697
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CE007647	ED128585//	CE008052	ED128644	CG010808	ED128702
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CE007655	ED128588	CE008065	ED128647	CG010811	ED128705
CE007658	ED128589	CE008066	ED128648//	CG010814	ED128706
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CE007719	ED128591	CE008084	ED128650	CG010816	ED128708
CE007721	ED128592	CE008100	ED128651	CG010817	ED128709
CE007744	ED128593	CE008107	ED128652	CG010818	ED128710
CE007746	ED128594	CE008123	ED128653	CG010819	ED128711
CE007747	ED128595//	CE008129	ED128654	CG010820	ED128712
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CE007771	ED128603//	CE008301	ED128662	CG010829	ED128720
CE007773	ED128604//			CG010830	ED128721
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CG010832	ED128723	CS202936	ED128820	EA008690	ED128917
CG010833	ED128724	CS202937	ED128821	EA008691	ED128918
CG010834	ED128725	CS202938	ED128822	EA008692	ED128919//
CG010835	ED128726	CS202939	ED128823	EA008693	ED128920//
CG010836	ED128727	CS202940	ED128824	EA008694	ED128921//
CG010837	ED128728	CS202941	ED128825	EA008695	ED128922//
CG010838	ED128729	CS202942	ED128826	EA008696	ED128923//
CG010839	ED128730	CS202943	ED128827	EA008697	ED128924//
CG010840	ED128731	CS202944	ED128828	EA008698	ED128925
CG010841	ED128732	CS202945	ED128829	EA008699	ED128926
CG010842	ED128733	CS202946	ED128830//	EA008700	ED128927
CG010843	ED128734	CS202947	ED128831	EA008701	ED128928
CG010845	ED128735	CS202948	ED128832//	EA008702	ED128929
CG010847	ED128736//	CS202949	ED128833	EA008703	ED128930
CG010848	ED128737	CS202950	ED128834//	EA008704	ED128931
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CG010852	ED128739	CS202952	ED128836	EA008706	ED128933
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CG010855	ED128742	CS202956	ED128839	EA008709	ED128936
CG010856	ED128743	CS202957	ED128840	EA008710	ED128937
CG010857	ED128744	CS202958	ED128841//	EA008711	ED128938
CG010858	ED128745	CS202959	ED128842//	EA008712	ED128939
CG010859	ED128746	CS202960	ED128843//	EA008713	ED128940
CG010860	ED128747	CS202963	ED128844//	EA008714	ED128941
CG010861	ED128748	CS202964	ED128845//	EA008715	ED128942
CG010862	ED128749	CS202965	ED128846//	EA008716	ED128943//
CG010863	ED128750	CS202966	ED128847//	EA008717	ED128944
CG010864	ED128751	CS202967	ED128848	EA008721	ED128945//
CG010865	ED128752	CS202968	ED128849	EA008722	ED128946
CG010870	ED128753	CS202969	ED128850	EA008723	ED128947
CG010962	ED128754	CS202970	ED128851	EA008724	ED128948//
CG010963	ED128755	CS202971	ED128852	EA008725	ED128949
CG010964	ED128756	CS501483	ED128853//	EA008726	ED128950
CG010965	ED128757	CS501484	ED128854	EA008727	ED128951
		CS501485	ED128855//	EA008728	ED128952
CS002747	ED128758	CS501486	ED128856	EA008729	ED128953
CS002922	ED128759	CS501488	ED128857	EA008731	ED128954
CS002923	ED128760	CS501490	ED128858//	EA008732	ED128955
CS002924	ED128761	CS501491	ED128859	EA008733	ED128956
CS002925	ED128762	CS501492	ED128860//	EA008734	ED128957
CS002926	ED128763	CS501493	ED128861	EA008735	ED128958
CS002927	ED128764	CS501494	ED128862	EA008736	ED128959
CS002928	ED128765	CS501495	ED128863	EA008737	ED128960
CS002929	ED128766	CS501496	ED128864	EA008738	ED128961
CS002930	ED128767	CS501497	ED128865	EA008739	ED128962
CS002931	ED128768//	CS501498	ED128866	EA008740	ED128963
CS002932	ED128769	CS501499	ED128867	EA008741	ED128964
CS002933	ED128770	CS501500	ED128868	EA008742	ED128965
CS002934	ED128771	CS501501	ED128869//	EA008743	ED128966
CS002935	ED128772	CS501502	ED128870	EA008744	ED128967
CS002936	ED128773			EA008745	ED128968
CS002937	ED128774//	EA008426	ED128871	EA008747	ED128969
CS002938	ED128775//	EA008467	ED128872	EA008748	ED128970
CS002939	ED128776	EA008469	ED128873	EA008749	ED128971
CS002941	ED128777	EA008583	ED128874	EA008750	ED128972
CS002942	ED128778	EA008584	ED128875	EA008752	ED128973
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CS002944	ED128780	EA008614	ED128877	EA008762	ED128975
CS002947	ED128781	EA008617	ED128878		
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CS002951	ED128783	EA008647	ED128880	EC090978	ED128977
CS002952	ED128784	EA008649	ED128881	EC090996	ED128978
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CS002957	ED128787	EA008654	ED128884	EC091008	ED128981
CS202768	ED128788	EA008655	ED128885	EC091080	ED128982
CS202854	ED128789	EA008656	ED128886	EC091082	ED128983
CS202856	ED128790	EA008657	ED128887	EC091083	ED128984
CS202878	ED128791//	EA008658	ED128888	EC091084	ED128985
CS202906	ED128792	EA008659	ED128889	EC091085	ED128986
CS202907	ED128793	EA008660	ED128890	EC091086	ED128987
CS202908	ED128794	EA008661	ED128891	EC091087	ED128988
CS202909	ED128795	EA008662	ED128892	EC091088	ED128989
CS202910	ED128796	EA008663	ED128893	EC091089	ED128990
CS202911	ED128797	EA008664	ED128894	EC091090	ED128991
CS202912	ED128798	EA008666	ED128895	EC091118	ED128992//
CS202913	ED128799	EA008667	ED128896	EC091119	ED128993
CS202914	ED128800//	EA008668	ED128897	EC091200	ED128994
CS202915	ED128801//	EA008669	ED128898	EC091201	ED128995
CS202916	ED128802	EA008670	ED128899//	EC091202	ED128996//
CS202917	ED128803//	EA008671	ED128900	EC091203	ED128997
CS202918	ED128804	EA008672	ED128901	EC091204	ED128998
CS202919	ED128805	EA008673	ED128902	EC091205	ED128999
CS202920	ED128806	EA008674	ED128903	EC091206	ED129000
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CS202923	ED128808	EA008676	ED128905	EC091208	ED129002
CS202924	ED128809//	EA008677	ED128906	EC091209	ED129003
CS202925	ED128810	EA008678	ED128907	EC091210	ED129004
CS202926	ED128811	EA008679	ED128908	EC091211	ED129005
CS202927	ED128812	EA008680	ED128909	EC091212	ED129006
CS202928	ED128813	EA008681	ED128910	EC091213	ED129007
CS202929	ED128814	EA008682	ED128911	EC091214	ED129008
CS202930	ED128815	EA008683	ED128912	EC091215	ED129009
CS202931	ED128816	EA008684	ED128913	EC091216	ED129010
CS202932	ED128817	EA008685	ED128914	EC091217	ED129011
CS202933	ED128818	EA008688	ED128915	EC091218	ED129012
CS202935	ED128819//	EA008689	ED128916	EC091219	ED129013

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EC091221	ED129015	FL008112	ED129112		
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EC091224	ED129018	FL008133	ED129115	IR003974	ED129211
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EC091226	ED129020	FL008135	ED129117	IR003989	ED129213
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EC091228	ED129022	FL008137	ED129119	IR003991	ED129215
EC091229	ED129023	FL008138	ED129120	IR003992	ED129216//
EC091230	ED129024	FL008141	ED129121	IR003993	ED129217//
EC091231	ED129025	FL008144	ED129122	IR003994	ED129218//
EC091232	ED129026			IR003995	ED129219
EC091233	ED129027	HE007062	ED129123	IR003996	ED129220//
EC091234	ED129028	HE007616	ED129124	IR003997	ED129221//
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		HE008229	ED129144	IR004017	ED129241
FL006572	ED129048	HE008230	ED129145	IR004018	ED129242
FL007161	ED129049//	HE008231	ED129146	IR004019	ED129243//
FL007293	ED129050	HE008232	ED129147	IR004020	ED129244
FL007582	ED129051	HE008233	ED129148	IR004021	ED129245
FL007622	ED129052	HE008234	ED129149	IR004022	ED129246
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FL007692	ED129054//	HE008238	ED129151	IR004024	ED129248
FL007693	ED129055//	HE008239	ED129152	IR004025	ED129249
FL007717	ED129056	HE008240	ED129153	IR004026	ED129250//
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FL007794	ED129058	HE008243	ED129155	IR004028	ED129252
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FL007893	ED129062	HE008247	ED129159	IR004032	ED129256
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FL007951	ED129066	HE008251	ED129163	IR004037	ED129260
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FL007959	ED129069	HE008254	ED129166	IR004040	ED129263
FL007960	ED129070	HE008255	ED129167	IR004046	ED129264
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FL007979	ED129072//	HE008257	ED129169	IR004048	ED129266//
FL007983	ED129073	HE008258	ED129170	IR004049	ED129267//
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FL007990	ED129077	HE008262	ED129174	IR004053	ED129271
FL007991	ED129078	HE008263	ED129175	IR004054	ED129272
FL007992	ED129079	HE008264	ED129176	IR004056	ED129273
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FL008004	ED129081	HE008266	ED129178	IR004058	ED129275
FL008008	ED129082	HE008267	ED129179	IR004059	ED129276
FL008009	ED129083	HE008268	ED129180	IR004060	ED129277
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FL008013	ED129086	HE008271	ED129183	IR004063	ED129280
FL008015	ED129087	HE008272	ED129184	IR004064	ED129281
FL008018	ED129088//	HE008273	ED129185	IR004065	ED129282
FL008019	ED129089//	HE008274	ED129186	IR004066	ED129283
FL008023	ED129090	HE008275	ED129187	IR004067	ED129284
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FL008103	ED129107	HE008302	ED129204	IR004086	ED129301//
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FL008105	ED129109	HE008304	ED129206	IR004088	ED129303
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IR004090	ED129305	PS008720	ED129401	RC009452	ED129498
IR004091	ED129306	PS008721	ED129402	RC009453	ED129499
IR004092	ED129307	PS008722	ED129403	RC009454	ED129500
IR004093	ED129308	PS008725	ED129404	RC009455	ED129501
IR004094	ED129309	PS008726	ED129405	RC009456	ED129502
IR004095	ED129310//	PS008747	ED129406	RC009457	ED129503
IR004096	ED129311	PS008757	ED129407	RC009458	ED129504
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IR004098	ED129313//	PS008780	ED129409	RC009460	ED129506
IR004099	ED129314//	PS008781	ED129410	RC009461	ED129507
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IR004103	ED129318	PS008789	ED129414	RC009465	ED129511
IR004104	ED129319//	PS008806	ED129415	RC009467	ED129512
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IR004109	ED129323	PS008816	ED129419	RC009473	ED129516
IR004110	ED129324//	PS008820	ED129420	RC009474	ED129517
IR004111	ED129325//	PS008822	ED129421	RC009479	ED129518
IR004112	ED129326//	PS008823	ED129422	RC009480	ED129519
IR004114	ED129327//	PS008824	ED129423	RC009481	ED129520
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IR004117	ED129330	PS008828	ED129426	RC009485	ED129523
IR004118	ED129331	PS008830	ED129427	RC009487	ED129524//
IR004119	ED129332	PS008832	ED129428	RC009488	ED129525
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IR004125	ED129338	PS008842	ED129434	RC009497	ED129531
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		PS008846	ED129437	RC009503	ED129534
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JC760504	ED129343	PS008850	ED129440	RC009506	ED129537
JC760505	ED129344	PS008851	ED129441	RC009508	ED129538
JC760506	ED129345	PS008852	ED129442	RC009510	ED129539//
JC760507	ED129346	PS008853	ED129443	RC009511	ED129540//
JC760508	ED129347	PS008854	ED129444	RC009512	ED129541//
JC760509	ED129348	PS008857	ED129445	RC009513	ED129542//
JC760510	ED129349	PS008858	ED129446	RC009514	ED129543//
JC760511	ED129350	PS008862	ED129447	RC009515	ED129544//
JC760512	ED129351	PS008870	ED129448	RC009516	ED129545
JC760513	ED129352	PS008872	ED129449	RC009529	ED129546//
JC760514	ED129353	PS008873	ED129450	RC009535	ED129547
JC760515	ED129354	PS008875	ED129451	RC009540	ED129548
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JC760518	ED129357	PS008878	ED129454	RC009544	ED129551
JC760519	ED129358	PS008879	ED129455	RC009545	ED129552
JC760520	ED129359	PS008880	ED129456	RC009548	ED129553
JC760521	ED129360	PS008881	ED129457	RC009549	ED129554
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JC760523	ED129362	PS008883	ED129459	SE018962	ED129555
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JC760532	ED129370	PS008891	ED129467	SE019037	ED129563
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JC760538	ED129376	PS008915	ED129473	SE020414	ED129569
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JC760543	ED129381	RC009400	ED129477	SE020510	ED129574
JC760544	ED129382	RC009430	ED129478	SE020781	ED129575//
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JC760546	ED129384	RC009432	ED129480	SE020867	ED129577//
JC760547	ED129385	RC009433	ED129481	SE020868	ED129578//
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JC760549	ED129387	RC009435	ED129483	SE020870	ED129580//
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JC760552	ED129390	RC009438	ED129486	SE020980	ED129583
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JC760555	ED129393	RC009441	ED129489	SE021177	ED129586
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SE021481	ED129618	SP010192	ED129714	SP010527	ED129812
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SE021495	ED129626	SP010434	ED129722//	SP010536	ED129820
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		SP010447	ED129734	SP010549	ED129832//
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SO009405	ED129653	SP010466	ED129751//	TM005468	ED129848
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SO009427	ED129659	SP010472	ED129757	TM005474	ED129854
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SO009429	ED129661	SP010474	ED129759	TM005476	ED129856
SO009430	ED129662	SP010475	ED129760	TM005517	ED129857
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TM005753	ED129909	UD016290	ED129937	UD016515	ED129965
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TM005755	ED129911	UD016298	ED129939	UD016517	ED129967
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TM005788	ED129914				

NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVENTITIOUSLY HANDICAPPED

Sep 1975
SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975
SN Positive action taken to overcome under-representation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976
SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ATHAPASCAN LANGUAGES

Sep 1975
UF Athabaskan Languages

ATTRIBUTION THEORY

Oct 1976
SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.
UF Causal Attributions

AUTEURISM

May 1976
SN The consideration of films as embodiments of the personalities of film directors.

Bicultural Training

USE CROSS CULTURAL TRAINING

Birth Defects

USE ANOMALIES

CAREER EXPLORATION

Sep 1975
SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

Cinema

USE FILMS

COGNITIVE STYLE

Oct 1976
SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.
UF Learning Style

COMMUNICATIVE COMPETENCE (Languages)

Jul 1976
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Competencies

USE SKILLS

CONGENITALLY HANDICAPPED

Sep 1975
SN Handicapped at birth.

CONSUMER PROTECTION

Dec 1975
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction—designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.
UF CEU

Continuing Professional Education

USE PROFESSIONAL CONTINUING EDUCATION

DELAY OF GRATIFICATION

Oct 1976
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL STAGES

Oct 1976
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).
UF Stages of Development
Stage Theory

DISCOGRAPHIES

Feb 1976
SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE

Feb 1976
SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES

Mar 1976
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS

Sep 1975
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

EDUCATIONAL GERONTOLOGY

Jul 1976
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

ENLISTED PERSONNEL

May 1976
(Replaces old term ENLISTED MEN.)

Enlisted Women

USE ENLISTED PERSONNEL

Equity (Impartiality)

USE JUSTICE

ESKIMO ALEUT LANGUAGES

Sep 1975
UF Aleut

Exemplary Programs

USE DEMONSTRATION PROGRAMS

Exemplary Projects

USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS

May 1976
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

FACULTY WORKLOAD

Oct 1976
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FIELD HOCKEY

Dec 1975

- FILM CRITICISM** May 1976
SN Act and art of analyzing and judging the quality of films.
- FILMOGRAPHIES** May 1976
SN Lists of films, sometimes including other media and/or commentary.
UF Film Lists
- Folklore**
USE FOLK CULTURE
- FOOTBALL** Dec 1975
- GERONTOLOGY** Jul 1976
SN Scientific study of aging and problems of the aged.
- GRADUATE MEDICAL EDUCATION** Jul 1976
SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a speciality.
UF Internships (Medical)
Residency Programs (Medical)
- GRADUATE MEDICAL STUDENTS** Jul 1976
SN Graduates of medical schools with professional degrees preparing for certification as specialists.
UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)
- HAWAIIANS** Mar 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.
- HEAT RECOVERY** Oct 1976
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.
- HYPERTENSION** Nov 1975
UF High Blood Pressure
- ILLEGAL IMMIGRANTS** Mar 1976
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.
UF Alien Illegality
Illegal Aliens
Immigrant Illegality
- INCOME CONTINGENT LOANS** Jul 1976
SN Loans for which repayment is based on a percentage of future annual income.
- UF Deferred Tuition
Tuition Postponement
- INDOCHINESE** Mar 1976
UF Cambodian Americans
Laotian Americans
Vietnamese Americans
- Information Processes (Psychological)**
USE COGNITIVE PROCESSES
- INSTITUTIONALIZED PERSONS** May 1976
(Replaces old term INSTITUTIONALIZED (PERSONS).)
- INSTRUCTIONAL STUDENT COSTS** Dec 1975
SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.
- INTERNATIONAL EDUCATIONAL EXCHANGE** Jul 1976
SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.
- INTERNATIONAL RELATIONS** Jul 1976
(Replaces old term FOREIGN RELATIONS.)
SN Relations among political units of national rank—also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.
- INTERNATIONAL STUDIES** Jul 1976
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics—commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."
- JOB ENRICHMENT** Feb 1976
SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment
- LABELING (OF PERSONS)** Sep 1975
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.
- LANGUAGE ATTITUDES** Mar 1976
SN Reactions, beliefs, or values about language and language use.
- LANGUAGE OF INSTRUCTION** Mar 1976
SN Language in which curriculum subjects are presented.
UF Instructional Language
Medium of Instruction (Language)
Teaching Language
- LEARNING MODULES** Oct 1976
SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.
UF Learning Kits
Learning Packages
Modular Learning
- LIBRARY ADMINISTRATION** Sep 1975
UF Library Management
- LIFE CYCLE COSTING** Oct 1976
SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.
UF Life Costs (Facilities and Equipment)
- LIFETIME SPORTS** Dec 1975
SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.
- LINGUISTIC BORROWING** Oct 1976
SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.
UF Loan Words
Phonological Borrowing
Syntactic Borrowing
Word Borrowing
- Mainstreaming**
USE REGULAR CLASS PLACEMENT
- Multicultural Training**
USE CROSS CULTURAL TRAINING
- Multietnic Training**
USE CROSS CULTURAL TRAINING

NEEDS ASSESSMENT Feb 1976	PORTUGUESE AMERICANS Mar 1976	SOCCER Dec 1975
SN Evaluative process of determining needs and deciding on priorities among them.		
Nonbook Materials	PRETEND PLAY May 1976	SOCIAL INDICATORS Oct 1976
USE AUDIOVISUAL AIDS	SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.	SN Output-oriented measures of individuals and groups that reflect quality of life.
NONINSTRUCTIONAL STUDENT COSTS Dec 1975	UF Fantasy Play	SOCIAL SCIENCE RESEARCH Sep 1975
SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.	Make Believe Play	SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.
Nonprint Materials	PROSOCIAL BEHAVIOR May 1976	SOFTBALL Dec 1975
USE AUDIOVISUAL AIDS	SN Socially valued or positive social actions which are generally supportive of others within the existing social system.	STRESS (PHONOLOGY) Mar 1976
Nonprint Media	Prosodic Features (Speech)	STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976
USE AUDIOVISUAL AIDS	USE SUPRASEGMENTALS	SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.
ORAL HISTORY Feb 1976	Prosody (Literary)	STUDENT FINANCIAL AID Mar 1976
SN History via recordings and transcripts of speech.	USE VERSIFICATION	UF Student Aid
ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976	RAPE Sep 1975	STUDENT RECRUITMENT Feb 1976
(Replaces old term ORNAMENTAL HORTICULTURE OCCUPATION.)	UF Statutory Rape	SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.
PARAPROFESSIONAL PERSONNEL Feb 1976	Readings (Collections)	TRACK AND FIELD Dec 1975
SN Persons engaged to work with professionals in secondary or supplementary capacities.	USE ANTHOLOGIES	URBAN TO RURAL MIGRATION Oct 1976
PERINATAL INFLUENCES Sep 1975	Resegregated Schools	SN Population movement from urban areas to rural areas for purpose of relocation.
SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.	USE SCHOOL SEGREGATION	URBAN TO SUBURBAN MIGRATION Oct 1976
Plays (Theatrical)	RURAL TO URBAN MIGRATION Oct 1976	SN Population movement from urban areas to suburban areas for purpose of relocation.
USE DRAMA	(Replaces old term URBAN IMMIGRATION.)	VOLLEYBALL Dec 1975
Population Movements	SN Population movement from rural areas to urban areas for purpose of relocation.	WELSH Sep 1975
USE MIGRATION	SAMOAN AMERICANS Mar 1976	SN The Celtic language of Wales.
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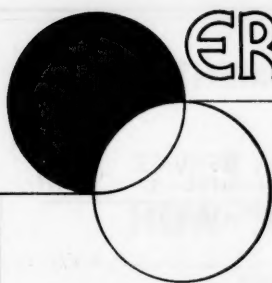
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